43442

National Library of Canada
Bibliothèque nationale du Canada

Canadian Theses Division
Division des thèses canadiennes

Ottawa, Canada
K1A 0N4

PERMISSION TO MICROFILM — AUTORISATION DE MICROFILMER

• Please print or type — Écrire en lettres moulées ou dactylographier

Full Name of Author — Nom complet de l'auteur

ANNE LILY JEFFERSON

Date of Birth — Date de naissance	Country of Birth — Lieu de naissance
AUGUST 29, 1953	CANADA

Permanent Address — Résidence fixe

#102 10645 - 80 AVENUE
EDMONTON, ALBERTA
T6E 1V6

Title of Thesis — Titre de la thèse

TEACHER ALIENATION AND INFLUENCE OVER SCHOOL MATTERS

University — Université

UNIVERSITY OF ALBERTA

Degree for which thesis was presented — Grade pour lequel cette thèse fut présentée

M. Ed.

Year this degree conferred — Année d'obtention de ce grade	Name of Supervisor — Nom du directeur de thèse
1979	DR. JAMES BALDERSON

Permission is hereby granted to the NATIONAL LIBRARY OF CANADA to microfilm this thesis and to lend or sell copies of the film.

The author reserves other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without the author's written permission.

L'autorisation est, par la présente, accordée à la BIBLIOTHÈQUE NATIONALE DU CANADA de microfilmer cette thèse et de prêter ou de vendre des exemplaires du film.

L'auteur se réserve les autres droits de publication; ni la thèse ni de longs extraits de celle-ci ne doivent être imprimés ou autrement reproduits sans l'autorisation écrite de l'auteur.

Date	Signature
September 17/79	A. Jefferson

NL-91 (4/77)

National Library of Canada

Cataloguing Branch
Canadian Theses Division

Ottawa, Canada
K1A 0N4

Bibliothèque nationale du Canada

Direction du catalogage
Division des thèses canadiennes

NOTICE

The quality of this microfiche is heavily dependent upon the quality of the original thesis submitted for microfilming. Every effort has been made to ensure the highest quality of reproduction possible.

If pages are missing, contact the university which granted the degree.

Some pages may have indistinct print especially if the original pages were typed with a poor typewriter ribbon or if the university sent us a poor photocopy.

Previously copyrighted materials (journal articles, published tests, etc.) are not filmed.

Reproduction in full or in part of this film is governed by the Canadian Copyright Act, R.S.C. 1970, c. C-30. Please read the authorization forms which accompany this thesis.

THIS DISSERTATION
HAS BEEN MICROFILMED
EXACTLY AS RECEIVED

AVIS

La qualité de cette microfiche dépend grandement de la qualité de la thèse soumise au microfilmage. Nous avons tout fait pour assurer une qualité supérieure de reproduction.

S'il manque des pages, veuillez communiquer avec l'université qui a conféré le grade.

La qualité d'impression de certaines pages peut laisser à désirer, surtout si les pages originales ont été dactylographiées à l'aide d'un ruban usé ou si l'université nous a fait parvenir une photocopie de mauvaise qualité.

Les documents qui font déjà l'objet d'un droit d'auteur (articles de revue, examens publiés, etc.) ne sont pas microfilmés.

La reproduction, même partielle, de ce microfilm est soumise à la Loi canadienne sur le droit d'auteur, SRC 1970, c. C-30. Veuillez prendre connaissance des formules d'autorisation qui accompagnent cette thèse.

LA THÈSE A ÉTÉ
MICROFILMÉE TELLE QUE
NOUS L'AVONS REÇUE

THE UNIVERSITY OF ALBERTA

TEACHER ALIENATION
AND
INFLUENCE OVER SCHOOL MATTERS

by

© ANNE LILY JEFFERSON

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA

FALL, 1979

Copyright (c) 1979 by
Anne Jefferson

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled TEACHER ALIENATION AND INFLUENCE OVER SCHOOL MATTERS submitted by ANNE LILY JEFFERSON in partial fulfillment of the requirements for the degree of Master of Education.

D. Baldwin
Supervisor

Jean H. Young

Chester A. Bumbarger

Date August 28, 1979

ACKNOWLEDGEMENTS

Appreciation is extended to Dr. James Balderson, supervisor, for his assistance and guidance throughout the study and to committee members Dr. Jean Young and Dr. Chester Bumbarger for their valued comments. Thanks is also extended to Ms. Clara Gallagher, typist.

ABSTRACT

The major purpose of this exploratory descriptive study was to explore relationships between teacher alienation and the perceived influence of teachers (self and colleagues), principals, and those external to the school (parents, trustees, and central office personnel) over school matters.

The data were collected from 291 British Columbia public elementary school teachers in one school district by Balderson in 1974 and analyzed by Jefferson in 1979.

Teacher alienation was empirically defined as a multidimensional construct of powerlessness. The dimensions of powerlessness were found to be powerlessness with respect to grading, pacing, teacher-principal relations, district policies, and pressure of expectations.

The major hypothesis for the study stated that teacher alienation was negatively related to their influence over school matters. Forty sub-hypotheses were developed to examine the relationships between the dimensions of powerlessness and the influence of individuals and groups over school-wide and classroom matters. Relationships between these variables were found to be weak though several of the relationships were statistically significant. Furthermore, associations between other

specified variables and the powerlessness and influence variables were found to be minimal.

Thus, little support was found for the notion that teacher alienation would decrease substantially with an increase in teacher influence over school matters.

TABLE OF CONTENTS

		Page
ACKNOWLEDGEMENTS		v
ABSTRACT		vi
LIST OF TABLES		xvi
LIST OF FIGURES		xxi
Chapter		
	PART I INTRODUCTION	
1	THEORETICAL FOUNDATION	2
	RELATED LITERATURE	5
	Bureaucratization	6
	Decision-Making	8
	Satisfaction	9
	Powerlessness	11
	Powerlessness and Bureaucracy	13
	Isolation	14
	THEORETICAL FRAMEWORK	15
	Concept of Alienation	15
	Alienation and the Teacher	16
	School matters	17
	Classroom matters	18
2	RESEARCH HYPOTHESES	21
	ALIENATION AND INFLUENCE	22
	Influence Over School-Wide Matters	22

Chapter		Page
	Influence Over Classroom Matters	23
	PART II METHODOLOGY	
3	INSTRUMENTS	26
	TEACHER BACKGROUND VARIABLES	27
	TEACHER ALIENATION INVENTORY (TAI)	29
	EXTENDED TEACHER ALIENATION INVENTORY (ETAI)	30
	SENSE OF AUTONOMY (SOA)	32
	SENSE OF POWER (SOP)	36
	INFLUENCE OVER SCHOOL-WIDE MATTERS (IOSM)	38
	INFLUENCE OVER CLASSROOM MATTERS (IOCM)	40
4	RESEARCH SITE, DATA COLLECTION, COMPUTER FACILITIES	44
	RESEARCH SITE	45
	DATA COLLECTION	45
	Administration of Questionnaire	45
	Coding	46
	COMPUTER FACILITIES	47
5	SUBJECTS	48
6	EMPIRICAL DEFINITION OF ALIENATION	53

Chapter

	Page
FACTOR ANALYSIS	54
ANALYSIS OF THE TEACHER ALIENATION INVENTORY (TAI)	55
Intercorrelation Among TAI Items	55
Validity	59
ANALYSIS OF THE EXTENDED TEACHER ALIENATION INVENTORY SCALE (ETAI)	59
Intercorrelations Among ETAI Items	61
Validity	61
ANALYSIS OF THE SENSE OF POWER SCALE (SOP)	65
Intercorrelations Among SOP Items	69
Validity	69
ANALYSIS OF THE SENSE OF AUTONOMY SCALE (SOA)	72
Intercorrelations Among SOA Items	72
Validity	77
ANALYSIS OF COMBINED SCALES	79
Intercorrelations Among ETAI, SOA, and SOP Items	79
Validity	79
SUMMARY	82

Chapter Page

7 CONCEPTUALIZATION OF FURTHER RESEARCH HYPOTHESES 85

INFLUENCE OVER SCHOOL-WIDE MATTERS 86

Individual Teachers 86

Colleagues 87

Principals 87

External Actors 88

INFLUENCE OVER CLASSROOM MATTERS 89

Individual Teachers 89

Colleagues 90

Principals 90

External Actors 91

PART III RESULTS: ALIENATION AND OTHER VARIABLES

8 ANALYSIS OF RESEARCH HYPOTHESES 94

POWERLESSNESS AND INFLUENCE OVER SCHOOL-WIDE MATTERS (IOSM) 95

Powerlessness and Self-IOSM 96

Powerlessness and Colleague-IOSM 96

Powerlessness and Principal-IOSM 101

Powerlessness and External-IOSM 104

POWERLESSNESS AND INFLUENCE OVER CLASSROOM MATTERS (IOCM) 107

Chapter		Page
	Powerlessness and Self-IOCM	107
	Powerlessness and Colleague-IOCM	110
	Powerlessness and Principal-IOCM	113
	Powerlessness and External-IOCM	116
	POWERLESSNESS WITH THE AGGREGATED IOSM AND IOCM SCORES	119
9	PREDICTORS OF POWERLESSNESS	122
	PREDICTORS OF POWERLESSNESS WITH RESPECT TO GRADING	123
	Grading and Aggregated Influence Variables	123
	Grading and Individual Influence Variables	125
	PREDICTORS OF POWERLESSNESS WITH RESPECT TO PACING	127
	Pacing and Aggregated Influence Variables	127
	Pacing and Individual Influence Variables	129
	PREDICTORS OF POWERLESSNESS WITH RESPECT TO TEACHER-PRINCIPAL RELATIONS	129
	Teacher-Principal Relations and Aggregated Influence Variables	129
	Teacher-Principal Relations and Individual Influence Variables	132

Chapter		Page
	PREDICTORS OF POWERLESSNESS WITH RESPECT TO DISTRICT POLICIES	134
	District Policies and Aggregated Influence Variables	134
	District Policies and Individual Influence Variables	134
	PREDICTORS OF POWERLESSNESS WITH RESPECT TO PRESSURE OF EXPECTATIONS	136
	Pressure of Expectations and Aggregated Influence Variables	136
	Pressure of Expectations and Individual Influence Variables	139
	DISCUSSION	141
10	ANALYSIS OF THE EFFECT OF BACKGROUND AND OTHER VARIABLES	142
	BACKGROUND VARIABLES	143
	Correlation of Background and Powerlessness Variables	143
	Correlation of Background and Influence Variables	145
	SCHOOL EFFECT	145
	Correlation of School Means for Powerlessness and IOSM	145
	Correlations of School Means for Powerlessness and IOCM	149

Chapter		Page
	PREFERENCE FOR THE TEACHING PROFESSION	149
	TYPE OF SCHOOL	154
	PART IV INTERPRETATION AND IMPLICATIONS	
11	SUMMARY AND IMPLICATIONS OF FINDINGS	159
	SUMMARY	160
	RESEARCH QUESTION ONE	160
	RESEARCH QUESTION TWO	162
	Objective 2.1	162
	Powerlessness and self-IOSM	162
	Powerlessness and colleague-IOSM	163
	Powerlessness and principal-IOSM	164
	Powerlessness and external-IOSM	165
	Objective 2.2	166
	Powerlessness and self-IOCM	167
	Powerlessness and colleague-IOCM	168
	Powerlessness and principal-IOCM	168
	Powerlessness and external-IOCM	169
	Predictors of Powerlessness	170
	RESEARCH QUESTION THREE	171

Chapter Page

Objective 3.1 171
Objective 3.2 172
Objective 3.3 172
IMPLICATIONS 173
BIBLIOGRAPHY 175
APPENDIX 187

LIST OF TABLES

Table		Page
5.1	Background Items of Teachers	50
5.2	Background Items on the Tenure of Teachers	52
6.1	Means of Items from TAI Scale	56
6.2	Frequency Distribution of the Teachers' Response to the TAI Scale	57
6.3	Intercorrelation Matrix of Items on the TAI Scale	58
6.4	Factor Analysis (Varimax Rotated) of the TAI Scale	60
6.5	Means of Items from ETAI Scale	62
6.6	Frequency Distribution of Teachers' Response to the ETAI Scale	63
6.7	Intercorrelation Matrix of Items on the ETAI Scale	64
6.8	Factor Analysis (Varimax Rotated) of the ETAI Scale	66
6.9	Means of Items from the SOP Scale	67
6.10	Frequency Distribution of Teachers' Response to the SOP Scale	68
6.11	Intercorrelation Matrix of Items on the SOP Scale	70
6.12	Factor Analysis (Varimax Rotated) of the SOP Scale	71
6.13	Means of Items from the SOA Scale	73
8.1	Hypothesized (H), Observed (O), and Significance (p) of Powerlessness and Individual Teacher's Influence over School-wide Matters (IOSM)	97

Table		Page
8.2	Correlations Between Dimensions of Powerlessness and Individual Teacher's Influence over School-wide Matters (IOSM)	98
8.3	Hypothesized (H), Observed (O), and Significance (p) of Powerlessness and Colleagues' Influence over School-wide Matters (IOSM)	99
8.4	Correlations Between Dimensions of Powerlessness and Colleagues' Influence over School-wide Matters (IOSM)	100
8.5	Hypothesized (H), Observed (O), and Significance (p) of Powerlessness and Principal's Influence over School-wide Matters (IOSM)	102
8.6	Correlations Between Dimensions of Powerlessness and Principal's Influence over School-wide Matters (IOSM)	103
8.7	Hypothesized (H), Observed (O), and Significance (p) of Powerlessness and External Actors' Influence over School-wide Matters (IOSM)	105
8.8	Correlations Between Dimensions of Powerlessness and External Actors' Influence over School-wide Matters (IOSM)	106
8.9	Hypothesized (H), Observed (O), and Significance (p) of Powerlessness and Individual Teacher's Influence over Classroom Matters (IOCM)	108
8.10	Correlations Between Dimensions of Powerlessness and Individual Teacher's Influence over Classroom Matters (IOCM)	109
8.11	Hypothesized (H), Observed (O), and Significance (p) of Powerlessness and Colleagues' Influence over Classroom Matters (IOCM).....	111

Table		Page
8.12	Correlations Between Dimensions of Powerlessness and Colleagues' Influence over Classroom Matters (IOCM)	112
8.13	Hypothesized (H), Observed (O), and Significance (p) of Powerlessness and Principal's Influence over Classroom Matters (IOCM)	114
8.14	Correlations Between Dimensions of Powerlessness and Principal's Influence over Classroom Matters (IOCM)	115
8.15	Hypothesized (H), Observed (O), and Significance (p) of Powerlessness and External Actors' Influence over Classroom Matters (IOCM)	117
8.16	Correlations Between Dimensions of Powerlessness and External Actors' Influence over Classroom Matters (IOCM)	118
8.17	Hypothesized (H), Observed (O), and Significance (p) of Powerlessness with School-wide Matters (IOSM) and Classroom Matters (IOCM)	120
8.18	Intercorrelations Among Dimensions of Powerlessness and Influence over School-wide Matters (IOSM) and Classroom Matters (IOCM)	121
9.1	Summary of Forward (Stepwise) Regression Analysis for Powerlessness with Respect to Grading as the Dependent Variable and Influence over School Matters (Aggregated IOSM/IOCM) as Independent Variable	124
9.2	Summary of Forward (Stepwise) Regression Analysis for Powerlessness with Respect to Grading as the Dependent Variable and Influence over School Matters (IOSM/IOCM) as Independent Variables	126

Table

Page

9.3 Summary of Forward (Stepwise) Regression Analysis for Powerlessness with Respect to Pacing as the Dependent Variable and Influence over School Matters (Aggregated IOSM/IOCM) as Independent Variable 128

9.4 Summary of Forward (Stepwise) Regression Analysis for Powerlessness with Respect to Pacing as the Dependent Variable and Influence over School Matters (IOSM/IOCM) as Independent Variables 130

9.5 Summary of Forward (Stepwise) Regression Analysis for Powerlessness with Respect to Teacher-Principal Relations as the Dependent Variable and Influence over School Matters (Aggregated IOSM/IOCM) as Independent Variable 131

9.6 Summary of Forward (Stepwise) Regression Analysis for Powerlessness with Respect to Teacher-Principal Relations as the Dependent Variable and Influence over School Matters (IOSM/IOCM) as Independent Variables 133

9.7 Summary of Forward (Stepwise) Regression Analysis for Powerlessness with Respect to District Policies as the Dependent Variable and Influence over School Matters (Aggregated IOSM/IOCM) as Independent Variable 135

9.8 Summary of Forward (Stepwise) Regression Analysis for Powerlessness with Respect to District Policies as the Dependent Variable and Influence over School Matters (IOSM/IOCM) as Independent Variable 137

9.9 Summary of Forward (Stepwise) Regression Analysis for Powerlessness with Respect to Pressure of Expectations as the Dependent Variable and Influence over School Matters (Aggregated IOSM/IOCM) as Independent Variable 138

Table		Page
9.10	Summary of Forward (Stepwise) Regression Analysis for Powerlessness with Respect to Pressure of Expectations as the Dependent Variable and Influence over School Matters (IOSM/IOCM) as Independent Variable	140
10.1	Correlations of Background Items with the Five Dimensions of Powerlessness...	144
10.2	Correlations of Background Items with Influence over School-wide Matters (IOSM)	146
10.3	Correlations of Background Items with Influence over Classroom Matters (IOCM)	147
10.4	Correlations of School Means for Powerlessness with Influence over School-wide Matters (IOSM)	148
10.5	Correlations of School Means for Powerlessness with Influence over Classroom Matters (IOCM)	150
10.6	Frequency Distribution of Teachers with Respect to the Teaching Profession	152
10.7	Correlations between Preference of Teaching Profession and Powerlessness .	153
10.8	T-Test Results of the Type of Schools with Powerlessness	155
10.9	Comparison of the Type of Schools: Correlations of Powerlessness with Influence over School-wide (IOSM) and Classroom (IOCM) Matters	157

LIST OF FIGURES

Figure		Page
6.1	Cattell's scree test as applied to the Sense of Autonomy scale	78
6.2	Cattell's scree test as applied to the ETAI, SOA, and SOP scales	81

PART I

INTRODUCTION

CHAPTER 1

THEORETICAL FOUNDATION

CHAPTER 1

THEORETICAL FOUNDATION

The major aim of this research study was to investigate an hypothesized association between teacher alienation and influence. Data were gathered from classroom teachers in British Columbia elementary schools by utilizing several questionnaire instruments.

Due to the lack of consensus among researchers on the definition of alienation, the study first attempted to clarify and interpret the meaning of alienation. Therefore, the following research question (RQ) was proposed.

RQ_1: What empirical definition of alienation applies to elementary teachers?

The proposed question was assumed to be answered by Seeman's (1959) conceptualization of alienation. The typology suggested by Seeman was composed of five dimensions. The dimensions specified by Seeman were as follows: (1) powerlessness or sensed ability to control outcomes; (2) meaninglessness or sensed ability to predict behavioral outcomes; (3) normlessness or high expectancy that socially unapproved behaviors are required to achieve given goals; (4) isolation or assignment of low reward value to goals that are typically high valued in the given society; and (5) self-estrangement or inability of the individual to

find self-rewarding activities that engage him/her.

Because of the preceding assumption the following objectives (O) were formulated.

$O_{1.1}$: Empirically define and measure the alienation of public elementary school teachers.

$O_{1.2}$: Determine if the empirical data is adequately described by Seeman's (1959) alienation typology.

The second research question involved an exploration of relationships between alienation and the perceived influence exercised by the following actors over decisions at the school-wide and classroom levels: (1) the individual teacher; (2) his/her colleagues, excluding the principal; (3) the principal; and (4) external actors, such as parents, trustees, and central office personnel. The question was phrased as follows:

RQ_2: What relationships exist between teacher alienation and influence over school matters?

This question led to two objectives:

$O_{2.1}$: Determine the relationships existing between teacher alienation and influence over school-wide matters.

$O_{2.2}$: Determine the relationships existing between teacher alienation and influence over classroom matters.

Finally, an investigation was undertaken of the following research question:

RQ_3: What personal, attitudinal, and school characteristics are significantly related to teacher alienation and influence over school matters?

The objectives used to provide information regarding this research question were:

$O_{3.1}$: Determine the personal characteristics of teachers significantly related to teacher alienation and influence over school matters.

$O_{3.2}$: Determine the attitudinal characteristics of teachers significantly related to teacher alienation and influence over school matters.

$O_{3.3}$: Determine the school characteristics significantly related to teacher alienation and influence over school matters.

RELATED LITERATURE

In apparent response or reaction to their perceived insufficient influence over educational matters, educators are seeking to enlarge their zone of freedom. In particular, Gorton (1966) claimed that the literature suggested that educators are desiring a more active role in decisions affecting areas of curriculum, instruction, grouping, student promotion, and school policies and procedures. As this demand for a more active role in areas of influence is increased by educators, two character-

istics of this type of group must not be overlooked.

1. The relative amount of influence any member may exercise depends upon the resources at his disposal, and the skill with which he uses these resources.

(House, 1966:37)

2. . . . an individual in an alienated condition may submerge himself in some collectivity and still remain alienated.

(Hammond, 1967:77)

Bureaucratization

Corwin (1965a) noted that teachers who simultaneously held high-professional and low-employee orientations had higher rates of internal conflict than those who held low-professional and high-employee orientations. The suggested explanation was that the first group of teachers usually received little recognition while at the same time enduring criticism for the moral responsibility they demonstrated when forced, by the administration or public, to make a choice between a student's welfare and the interest of the school. Later, Isherwood and Hoy's (1973) research on bureaucracy and its effect on teachers gave partial support to Corwin's findings. This support was evidenced in their two major findings. These findings were:

1. In schools characterized by an authoritarian bureaucratic structure, teachers with professional work values experienced a higher sense of powerlessness than teachers with organizational or social work values.

2. In schools characterized by a collegial bureaucratic structure, teachers with organizational work values experienced a higher sense of powerlessness than teachers with professional or social work values.

Indicative of these findings is the idea that the less bureaucratic the school structure, the more teachers of either orientation would have a sense of power. However, Moeller and Charters' (1966) study of bureaucracy and teachers' sense of power revealed a direct relationship between the two. They found that teachers in highly bureaucratized school systems had a higher sense of power than teachers in less bureaucratic systems. This sense of power was attributed to variables internal to the teacher as well as the organizational structure of the school system. The finding of a significant positive relationship between teacher loyalty and both hierarchical influence and emotional detachment by Hoy and Williams (1971) and Hoy and Rees (1974) added to the strength of previous findings. The single exception was that the relationship did not hold between loyalty and hierarchical independence. This exception was exemplified in Miskel and Gerhardt's (1974) finding of a direct relationship between hierarchical differences and teacher conflict. As the intensity of the relationship increased, the job satisfaction of teachers decreased.

To aid the teachers in increasing their sense of

power and satisfaction, Adams (1970) suggested a more participative negotiation process. He assumed that negotiations in school systems dealt with both the centralization of authority and the rule structure of the organization. During such a process, teachers were assumed to have increased opportunity to have significant input into the decision-making authority of the organization, and subsequently a rule structure more meaningful to them.

As can be seen, bureaucratic organizations, which included the public school system (Corwin, 1965b and Reagan, 1973), are characterized often by centralized decision-making, hierarchical authority, and impersonality.

Decision-Making

Sergiovanni and Carver (1973:100), in support of Neal and Seeman (1964), found that "group power not only increased individual teacher power over students but expands the influence system to any and every other aspect of the educational enterprise."

Clarke (1970) and Wick and Beggs (1971) claimed that teacher participation in decision-making did not necessarily produce job satisfaction and high morale. That is, mere participation was found to be insufficient. The reliance of job satisfaction upon job expectation was noted by Bidwell (1956) and later supported by Saunders et al (1966). In addition, then, to a participative role

in decisions, teachers must feel that their influence on decisions is significant. Clarke's (1970:31) data revealed that

> teachers' overall job satisfaction is clearly dependent, to a great extent, on their desires and role expectations, as compared to their perceptions of the actual situation.

As noted by Rotter et al (1962:476), "a belief in external control of reinforcements is related to a general passivity."

Satisfaction

Beno (1966) claimed that satisfaction of elementary teachers did not appear to be significantly related to a congruence of educational views with their principals. This relationship, however, does not imply that the trend of educators' demand for a more participative role in decision-making is not related to satisfaction. Results of research for the last ten years have indicated that such a conclusion would be unfounded.

Hornstein (1968) reported high satisfaction for teachers when the teachers perceived that they and their principals were mutually influential, especially when the principals' power base was perceived as expert. Hoy and Williams (1971) partially confirmed this finding when they found that detached elementary principals commanded more loyalty from their staff than their emotional counterpart. A significant negative relationship between teacher loyalty and authoritarianism was revealed in a study by Hoy and

Rees (1974). Balderson's (1975) examination of perceived principal power bases revealed high satisfaction among teachers when the principals' power was perceived to rest on relevant expertise. Hewitson (1976) found that a high level of rapport with principals tended to aid the general satisfaction of teachers.

Sergiovanni (1967) and Holdaway (1978) found that satisfaction factors identified for teachers tended to focus on the work itself, while the conditions of work (for example, interpersonal relations with students and peers, school policy and administration, physical conditions) tended to focus on dissatisfaction factors. Both authors' findings supported Herzberg's (1959) two-factor theory as it related to the overall satisfaction of workers. In general, the two-factor theory claimed that the gratification of motivators (achievement, recognition, work itself, responsibility, advancement) contributed more to job satisfaction while the gratification of hygienes (interpersonal relations with superiors and peers, technical supervision, company policy and administration, working conditions) contributed more to job dissatisfaction.

O'Reilly (1967) studied the relationship between teacher satisfaction and need deficiency. Need deficiency was defined as the difference between the autonomy the teacher desired and that which he/she perceived he/she had. As a result of finding a significant negative corre-

lation between a teacher's satisfaction with his/her present position and his/her need deficiency score, O'Reilly concluded that need deficiency may be used as a predictor of teacher satisfaction. In general, his findings indicated that the highest need for autonomy scores were reported in the schools with very low standardization.

Powerlessness

Blake and Mouton (1961:39) stated that:

> A study of the dynamics of power shows clearcut connections between the power distribution between supervisor and subordinate and their relative feelings of satisfaction and responsibility.

Clark (1959), in studying the alienation of members of an agricultural cooperative organization, found that the more powerless the members of an organization feel, the more likely they were dissatisfied with the organization's operation.

Carpenter (1971:465) found that

> the more administrative levels between higher administrative positions and the lower levels of the organizational hierarchy, the more these lower-level positions are perceived by the incumbents as being restrictive, regimented, and formalized.

Pearlin (1962:326), applying Seeman's (1959) concept of powerlessness to nursing personnel, found that intense alienation was most likely to occur under three conditions. The three conditions identified were: (1) authority figures and their subjects stand in relations

of great positional disparity; (2) authority is communicated in such a way as to prevent or discourage exchange; and (3) the superordinate exercises his/her authority in relative absentia. However, the study further revealed that

> neither positional disparity nor the peremptory exercise of authority was alienative for workers who have an obeisant regard for the honorific aspect of status. (p.326)

Payne (1972) utilized a modified version of Blauner's (1964) organizational typology to answer questions concerning the focus of powerlessness. The data revealed no relationship between the level of powerlessness workers felt toward their work organization and society and the type of work they did. Further, no significant differences occurred in the degree of powerlessness workers felt toward their work organization and their society.

In addition, the social learning theory of Rotter (1959) pointed out that when examining powerlessness one must account for the idea of internal versus external control of reinforcements. This distinction points to differences in the degree to which success or failure is attributed by the individual to external factors rather than to the outcome of his/her personal skills or characteristics.

Such a distinction is evidenced by Bridges' (1964)

study in which satisfaction was found to be related to the power differences between principals and teachers. Instead of generalizing results to all teachers, Bridges further remarked that the trend was for teachers with a high need for autonomy to consistently hold a less favorable attitude towards the principal than their counterpart. Ignoring the intrinsic, Sidotti (1976) found that the less satisfied the teachers, the more powerless they felt in their jobs.

Powerlessness and Bureaucracy

Blau and Scott (1962:62) pointed out, in their study of formal organizations, that authoritarian leadership produced feelings of powerlessness resulting in apathy and in some cases antagonism, the end state being an organization operating under a hierarchy of authority that impedes employee identification with the organization. Exploring this notion of hierarchy of authority within the context of a school, Schmit (1968) and MacKay (1964) appeared to agree that schools low in hierarchical authority have a relatively satisfied teaching staff. Further, Schmit found no significant relationship between the level of perceived hierarchical authority and the size of the school. Based on this relationship, one might expect to find no difference in the level of alienation between schools of varying size. However, this notion conflicts

with studies by Wallin (1978) and Adams (1970) who found that larger schools harbored a greater degree of teacher alienation than smaller sized schools.

Isolation

In his review of the literature, Armstrong (1970) concluded that alienation may be reduced by involvement of the employee in working towards a common goal. This conclusion was based on the observations that teacher specialization appeared to produce isolation while impersonality blocked the fulfillment of the teacher's self actualization needs (Maslow, 1970) resulting in self-estrangement. In the view of Daneliuk (1968), such an alienative work situation occurred whenever teachers felt they were interchangeable units.

Miller (1975) and Forsyth and Hoy (1978) viewed alienation as an objective state of isolation from formal authority, network of perceived actual control, friends in the organization, and respected co-workers. Treating alienation as an interactional variable, they found an inverse relationship between supervisory authority and alienation. More generally, Miller's data indicated that members of an organization who were isolated in one dimension of interaction were also disproportionally isolated in other dimensions. Some of the more prominent dimensions were found to be sex, professional work, expertise,

and formal status in the organization.

THEORETICAL FRAMEWORK

Concept of Alienation

The concept of alienation has been studied by sociologists, psychologists, theologians, philosophers, and educators. Within these various disciplines, considerable focus on delineation of the concept of alienation has occurred (See Lystad, 1972).

Using Seeman's (1959) typology of alienation as the reference point, researchers have attempted to mold alienation into a precise and meaningful construct. The results have ranged from criticism to affirmation of Seeman's typology. Two examples of such attempts are the studies of Scott (1964) and Faunce (1968).

Scott claimed that the failure on Seeman's part to state relations between his five dimensions of alienation led to the failure of the typology to permit the generation of propositions. Consequently, Scott questioned the numeric of five dimensions. However, in 1968, Faunce contended that, though conceptually distinct, the dimensions were theoretically related. From this stance, Faunce viewed isolation and self-estrangement as the product of powerlessness, meaninglessness, and normlessness.

In an attempt to assess the validity of the psycho-

logical versus the sociological interpretations of alienation, Gould (1965) relied on a different construct of alienation. For the purpose of his investigation alienation was viewed as the expression of pessimism, cynicism, distrust, apathy, and emotional distance. Operating under this construct, Gould concluded that the major origins of alienation were psychological rather than sociological.

But despite the ambiguity of the literature, Daneliuk (1968) concluded that alienation is a constructive and useful concept to measure teachers' commitment to their peers, to the school, and to the profession.

Alienation and the Teacher

Teacher alienation has been perceived by researchers in the same light as teacher participation and influence within the educational hierarchy.

Massé (1969) concluded that teachers desired power in the decision-making structure, especially when it affected the organization and content of the instructional program. This conclusion coincided with those of the studies conducted by Carson et al (1967) and Simpkins (1968). However, this apparent desire for power was not global. As Simpkins' study demonstrated, teachers expressed such a desire only when they were affected by the decisions. This localizing of the desire was later mentioned by Owens (1970). In his examination of organiza-

tional behaviors within schools, he claimed that

> excessive involvement of teachers can produce resentment and resistance; teachers want the administrator to settle his own problems and they do not want to be excessively tied up in committee work. (p.108)

School matters. Considering work-related dimensions of alienation, Shepard and Panko (1974) indicated that power deficit increased with the degree of functional specialization. Power discrepancy was viewed as a predictor of the extent of social-psychological separation from the work role. Thus,

> if intrinsic job interest and commitment to organizational goals are preferred outcomes, it is better to permit too much freedom and control over work than too little.
>
> (Shepard and Panko, 1974:259)

This idea of freedom and control was earlier explored by Robert Blauner (1964). Blauner's main hypothesis, as noted by Kirsch and Lengermann (1972:181), was:

> . . . when the worker lacks freedom and control (powerlessness), when his role is so specialized that he becomes a 'cog' in the organization (meaninglessness), . . . the result is that the worker's activity becomes only a means rather than a fulfilling end (self-estrangement).

The confirmation of the hypothesis for the blue-collar industrial setting was extended to the white-collar setting of modern office work by Kirsch and Lengermann (1972). In conflict with these findings was Moeller's (1964) finding at the school level. At the school level, Moeller found that a teacher's sense of power to influence policy direction was higher in bureaucratic systems.

Using Seeman's (1959) dimensions, Martin (1971) claimed that a person's, or group's, alienation is reduced through increased involvement in the educational structure as well as a decrease in the felt discrepancy between one's personal system and the educational system one belongs to. Corwin (1965b) and Reagon (1973), however, claimed that increasing bureaucratic and/or colleague authority produces potential for increased conflict between the two.

Aiken and Hage's (1966) examination of sixteen welfare organizations led to the findings that the problem of alienation occurred in welfare agencies, schools, and hospitals. Specifically, their findings confirmed that alienation from the job and alienation from fellow workers were greater in highly centralized organizations than in decentralized ones. Second, they found that the degree of alienation from work and fellow workers varied concomitantly with the degree of formalization of an organization. That is, the degree of work standardization and the amount of deviation that is allowed from standards in the organization varied directly with alienation. However, with their unit of analysis being organizations, we must be cautious in generalizing such findings to individuals in the organization.

Classroom matters. Becker (1953:135) claimed that

> the amount of threat to authority, in the form of

> challenges to classroom control, appears to teachers to be directly related to the principal's strictness.

In relation to colleagues, Becker concluded that teachers can depend on each other to act in the expected manner in authority situations, because of colleague feeling, lack of opportunity to act wrong, and fear of the consequences of such action. The influence of outsiders to the school were seen as having little, if any, effect due to systematic screening by educational personnel.

Beatty (1972), using a fifty item alienation scale that incorporated Seeman's (1959) conceptualization of the phenomenon, revealed that no significant relationship existed between the use of reflective teaching strategies and the variables of alienation and dogmatism.

Cohen (1964:92) noted that the person of high self-esteem is accustomed to think of himself/herself as having integrity and therefore does not submit easily to coercion. Consequently, Cohen, and later Wickstrom (1973), found evidence that satisfaction with the task increased as the magnitude of the coercive force decreased.

Sergiovanni and Elliott (1975:108) cautioned that not all

> teachers have a uniform desire to participate in the decision-making process of the school or, for that matter, wish to be involved in the same things.

But they do insist that

> as the content of decision-making moves closer to

> the day-by-day work of teachers and as potential changes in operations and procedures require attitudinal and behavioral changes from teachers, the zone of indifference is likely to decrease. (p.109)

However, the removal of factors causing discontent may create not satisfaction but a more or less neutral state (Wickstrom, 1973).

CHAPTER 2

RESEARCH HYPOTHESES

CHAPTER 2

RESEARCH HYPOTHESES

ALIENATION AND INFLUENCE

Several hypotheses were formulated which served as a guide in the exploration of teacher alienation and influence.

The investigation of this relationship was approached through exploring the following general hypothesis:

H: The more teachers are alienated, the less influence teachers have over school matters.

Influence over school matters was analyzed at two levels, the school-wide level and the classroom level.

Influence Over School-Wide Matters

H_1: The more teachers are alienated, the less influence teachers have over school-wide matters.

Hypothesis one presumed a relationship between teacher alienation and influence over school-wide matters. Five matters were considered: educational goals, establishing rules and regulations, determining student grading practices, planning the general curriculum; and determining student control and discipline practices.

As stated previously, actors influencing school-wide matters were individual teachers, colleagues, principals, and actors external to the school (parents, central office personnel, and trustees). Thus four subordinate hypotheses were formulated:

H_{1a}: Teacher alienation is negatively related to the influence individual teachers have over school-wide matters.

H_{1b}: Teacher alienation is negatively related to the influence colleagues have over school-wide matters.

H_{1c}: Teacher alienation is positively related to the influence principals have over school-wide matters.

H_{1d}: Teacher alienation is positively related to the influence external actors have over school-wide matters.

Influence Over Classroom Matters

H_2: The more teachers are alienated, the less influence teachers have over classroom matters.

Hypothesis two was proposed to examine the relationship between teacher alienation and influence over classroom matters. The five matters considered were administering school rules and regulations, grouping students, planning the curriculum, teaching specific lessons, classes, or groups, and controlling and disciplining students.

The subordinate hypotheses were:

H_{2a}: Teacher alienation is negatively related to the influence individual teachers have over classroom matters.

H_{2b}: Teacher alienation is negatively related to the influence colleagues have over classroom matters.

H_{2c}: Teacher alienation is positively related to the influence principals have over classroom matters.

H_{2d}: Teacher alienation is positively related to the influence external actors have over classroom matters.

PART II

METHODOLOGY

CHAPTER 3

INSTRUMENTS

CHAPTER 3

INSTRUMENTS

This chapter describes and presents the instruments utilized in the measurement of variables previously discussed. For this study, the instruments were selected from those employed by Balderson (1974) in his study of educational attitudes and school organization.

TEACHER BACKGROUND VARIABLES

The teacher background variables were designed by Balderson to obtain pertinent information about each of the respondents. Eight variables were deemed of importance to the current study. They were: (1) sex; (2) age; (3) grade level assignments; (4) academic background; (5) tenure as a teacher; (6) tenure as teacher in present district; (7) tenure as teacher in present school; (8) tenure as teacher in present school with present principal.

Teacher Background Variables

(Please place responses on the line in the left margin.)

_____ 1. What is your sex?

1. Male
2. Female

_____ 2. How old were you on your last birthday?

1. Under 26
2. 26 to 35
3. 36 to 45
4. 46 to 55
5. 56 to 65
6. 66 or older

_____ 3. Indicate the grade level you are assigned to teach. If kindergarten, use 0; if remedial, library, etc. use 8.

_____ 4. What is your academic background?

1. Less than a Bachelor's degree
2. Bachelor's degree
3. More than a Bachelor's degree
4. Master's degree
5. More than a Master's degree
6. Doctor's degree

For each of the next four questions select one of these responses: (Include the present year.)

1. 1 year
2. 2 years
3. 3-5 years
4. 6-9 years
5. 10-14 years
6. 15-21 years
7. 22-34 years
8. 35-43 years
9. 44 or more years

_____ 5. How many years have you been a teacher?

_____ 6. How many years have you been a teacher in this district?

_____ 7. How many years have you been a teacher in this school?

_____ 8. How many years have you been a teacher in this school with this principal?

TEACHER ALIENATION INVENTORY (TAI)

The Teacher Alienation Inventory was developed by Isherwood (1971) as part of his doctoral research on bureaucracy, alienation, and teacher work values (see appendix for letter of correspondence). According to Isherwood, the TAI measured the concept of powerlessness.

The measure was accomplished by employing five Likert-type items where the respondents selected one response of always, often, occasionally, seldom, or never for each of the items. To ensure that the scale score would read low to high in alienation for all items, items 3 and 4 were reflected in the current study.

According to Isherwood and Hoy (1973:131), "each of the items exhibited face validity with regard to Seeman's notion of powerlessness. . . ." In applying the alpha coefficient, a generalized version of the Kuder-Richardson formula 20, Isherwood and Hoy established a reliability of .73 for the instrument.

TAI SCALE

For each of the next five questions select one of the following responses:

never 1 2 3 4 5 always (Five-point scale)

_____ 1. I do things at this school that I wouldn't do if it were up to me.

_____ 2. When things get rough in my school, I just have to take it the way it is.

_____ 3. I am satisfied that my principal is open to my ideas on educational matters.

_____ 4. I am satisfied that I have been given enough authority by my principal to do my job well.

_____ 5. I am just a cog in the machinery at this school.

EXTENDED TEACHER ALIENATION INVENTORY (ETAI)

In 1974, the TAI scale was extended by Balderson from five items established by Isherwood (1971) to seven items. The additional items measured teacher satisfaction

with colleagues' openness to educational matters and students' acceptance of teacher's authority. This seven item questionnaire, shown below, was one of the instruments utilized in the initial phases of this study. (Items 3, 4, 6, and 7 were reflected in the current study so that the scale score ran low to high on feelings of alienation.)

ETAI QUESTIONNAIRE

For each of the next seven questions select one of the following responses: never 1 2 3 4 5 always. (Five-point scale).

_____ 1. I do things at this school that I wouldn't do if it were up to me.

_____ 2. When things get rough in my school, I just have to take it the way it is.

_____ 3. I am satisfied that my principal is open to my ideas on educational matters.

_____ 4. I am satisfied that I have been given enough authority by my principal to do my job well.

_____ 5. I am just a cog in the machinery of this school.

_____ 6. I am satisfied that my colleagues in this school are open to my ideas on educational matters.

_____ 7. I am satisfied that the students of this school have accepted my authority enough to enable me to do my job well.

SENSE OF AUTONOMY (SOA)

The Sense of Autonomy Questionnaire was developed specifically for elementary teachers by a research team at the Center for Educational Policy and Management, the University of Oregon (Project MITT, 1973, Management Implications of Team Teaching).

This twenty-six item Likert-type questionnaire had response categories of strongly agree, agree, moderately agree, moderately disagree, disagree, and strongly disagree. So that the scale score would consistently read low (score of 1) to high (score of 6) for the entire SOA questionnaire, items 1, 2, 4, 9, 10, 12, 14, 16, 20, 22, and 23 were reflected in the current study.

The research team of Project MITT eventually reduced the questionnaire to twenty-four items (items 9 and 26 were eliminated). This shortened form of the SOA questionnaire produced an internal consistency of .901 and a reliability of .76 (Charters, 1973). The present study used the original twenty-six item questionnaire.

SOA QUESTIONNAIRE

Please indicate the extent to which each of the following items describes your feelings about this school.

strongly disagree 1 2 3 4 5 6 strongly agree

_____ 1. On the whole, my students and I can establish the rhythm of daily activities rather than have it determined for us by people or events outside the classroom.

_____ 2. Generally speaking, I believe I can pretty well decide my own pace of work as a teacher.

_____ 3. Much of the time I feel pressed by the daily schedule.

_____ 4. In my present job I feel relatively free to decide how fast to cover instructional material with my students.

_____ 5. Curriculum guides exert an uncomfortable influence on what I teach.

_____ 6. I sense pressure from the administration concerning how I spend my time during the school day.

_____ 7. In this school a teacher has to look busy when he is on duty, even if there is nothing urgent to do.

_____ 8. I am so tied down to the classroom that I would find it hard to take a short break from the kids, even if I really needed to.

_____ 9. I doubt that I would have trouble getting a few days off from school once in a while to attend to personal business.

_____ 10. Aside from things which lie in myself, there is little that holds me back from doing a good job of teaching.

_____ 11. I simply cannot find the time I need in this school to do the kind of teaching I know I am able to do.

_____ 12. I feel as though I can pretty well decide what youngsters I will work with in my classroom.

_____ 13. I rarely have a chance to use the teaching methods I think work best for me.

_____ 14. I feel free to try out new teaching ideas with my classes.

_____ 15. Generally speaking, I feel as though the teaching techniques I can use are closely controlled in this school.

_____ 16. School funds permitting, I believe I am perfectly free to use whatever instructional materials I think will work with my classes.

_____ 17. This school exerts an excessive influence on

the discipline measures I can use in the classrooms.

_____ 18. I would have uneasy feelings if I gave unusually high (or low) grades to my classes, even though I had sound reasons of my own for doing so.

_____ 19. I feel I have little say over how the progress of my students is to be judged.

_____ 20. I am confident that the principal trusts my judgement when it comes to evaluating class performance of students.

_____ 21. I feel that in this school I must abide by someone else's ideas on how I should grade my own students.

_____ 22. This is one school, at least, in which I do not feel as though someone were peering over my shoulder at the way I teach.

_____ 23. I feel free to say whatever I wish to my pupils in the classroom.

_____ 24. I must constantly be on guard around here against doing or saying the wrong things in my teaching.

_____ 25. A lot of the time I have the idea that other teachers want to find out what I am doing in my classroom teaching just so they can judge me.

_____ 26. This is a community where a teacher must be

especially careful not to discuss topics in his classes which are controversial.

SENSE OF POWER (SOP)

The Sense of Power Questionnaire is a set of six Likert-type items developed by Moeller (1964) to measure the sense of power teachers felt with respect to school system affairs. Teachers responded to each item by choosing strongly agree, agree, maybe and maybe not, disagree, or strongly disagree. After subjecting the items to a Guttman scale analysis, Moeller found that the six items distributed over a range between .2 and .8 and had low error counts. Checking whether unidimensionality could be cross-validated on a different population Moeller (1964:144) found that:

> The six items again scaled in the same order as before with a coefficient of reproducibility of .93 when chance reproducibility was found to be .85.

Items 1 and 5 were reflected in substantive meaning so that the scale score ran from low (score of 1) to high (score of 5) feelings of alienation in the current study.

SOP QUESTIONNAIRE

(continued)

SOP QUESTIONNAIRE

Please select one of the following five responses for each of the next six questions.
strongly disagree 1 2 3 4 5 strongly agree.

In the school district where I work, a teacher like myself. . .

_____ 1. Believes he has some control over what textbook will be used in the classroom.

_____ 2. Feels he does not know what is going on in the higher levels of administration.

_____ 3. Never has a chance to work on school committees which make important decisions for the school district.

_____ 4. Considers that he has little to say about what teachers will work with him on his job.

_____ 5. Usually can find ways of getting district-wide policies changed if he feels strongly enough about them.

_____ 6. Feels he has little to say about district-wide policies relating to teaching.

INFLUENCE OVER SCHOOL-WIDE MATTERS (IOSM)

The perceived influence of various actors over school-wide matters was measured by the IOSM instrument developed by Balderson (1974) from one utilized by Meyer and Cohen (1971). The description of this instrument, as given by Balderson (1978:50), is as follows:

> The Influence Over School-wide Matters Questionnaire requested school personnel to use a six point scale to rate the influence of each of four actors with regard to five school-wide matters. The four sources of influence were: the respondent himself (Self-IOSM); other members of the instructional staff excluding the principal (Colleague-IOSM); the principal (Principal-IOSM); and actors external to the school such as parents, central office officials, and trustees (External-IOSM). The six point response format ranged from "Very Little Influence" to "Supreme Influence."

IOSM QUESTIONNAIRE

This section is concerned with the influence that different people may have over matters pertaining to your school-wide work. How much influence do the groups and individuals indicated below have over <u>your</u> work in <u>this</u> school with respect to the five school-wide matters listed below?

Please indicate your responses by writing one number from this scale on the line to the left of each of the indicated individuals or groups.

1	2	3	4	5	6
Very Little Influence	Little Influence	Moderate Influence	Considerable Influence	Very Much Influence	Supreme Influence

1. Influence over determining educational goals and activities for this school.

   _____ (1a) The influence of yourself

   _____ (1b) The influence of other staff members, excluding the principal

   _____ (1c) The influence of the principal

   _____ (1d) The influence of people external to the school such as parents, central office personnel, trustees, etc.

2. Influence over establishing rules and regulations for this school.

   _____ (2a) The influence of yourself

   _____ (2b) The influence of other staff members, excluding the principal

   _____ (2c) The influence of the principal

   _____ (2d) The influence of people external to the school such as parents, central office personnel, trustees, etc.

3. Influence over determining student grading practices for this school.

   _____ (3a) The influence of yourself

   _____ (3b) The influence of other staff members, excluding the principal

   _____ (3c) The influence of the principal

   _____ (3d) The influence of people external to the school such as parents, central office personnel, trustees, etc.

4. Influence over planning the general curriculum for this school.

_____ (4a) The influence of yourself

_____ (4b) The influence of other staff members, excluding the principal

_____ (4c) The influence of the principal

_____ (4d) The influence of people external to the school such as parents, central office personnel, trustees, etc.

5. Influence over determining student control and discipline practices for this school.

_____ (5a) The influence of yourself

_____ (5b) The influence of other staff members, excluding the principal

_____ (5c) The influence of the principal

_____ (5d) The influence of people external to the school such as parents, central office personnel, trustees, etc.

INFLUENCE OVER CLASSROOM MATTERS (IOCM)

The Influence Over Classroom Matters Questionnaire was identical in development and design as the IOSM Questionnaire with the exception of matters pertaining to the classroom instead of school-wide (Balderson, 1978: 53).

IOCM QUESTIONNAIRE

This section is concerned with the influence that different people may have over matters pertaining to your classroom/area work. How much influence do the groups and individuals indicated below have over <u>your</u> work in <u>this</u> school with respect to the five classroom/area matters listed below?

Please indicate your response by writing one number from this scale on the line to the left of <u>each</u> of the individual and groups.

1	2	3	4	5	6
Very Little Influence	Little Influence	Moderate Influence	Considerable Influence	Very Much Influence	Supreme Influence

1. Influence over your activities in administering the school rules and regulations in your classroom/area.

   _____ (1a) The influence of yourself

   _____ (1b) The influence of other staff members, excluding the principal

   _____ (1c) The influence of the principal

   _____ (1d) The influence of people external to the school such as parents, central office personnel, trustees, etc.

2. Influence over your activities in grouping students in the classroom/area for instruction.

   _____ (2a) The influence of yourself

_____ (2b) The influence of other staff members, excluding the principal

_____ (2c) The influence of the principal

_____ (2d) The influence of people external to the school such as parents, central office personnel, trustees, etc.

3. Influence over your activities in planning the curriculum for your classroom/area.

_____ (3a) The influence of yourself

_____ (3b) The influence of other staff members, excluding the principal

_____ (3c) The influence of the principal

_____ (3d) The influence of people external to the school such as parents, central office personnel, trustees, etc.

4. Influence over your activities in teaching specific lessons, classes, or groups in the classroom/area.

_____ (4a) The influence of yourself

_____ (4b) The influence of other staff members, excluding the principal

_____ (4c) The influence of the principal

_____ (4d) The influence of people external to the school such as parents, central office personnel, trustees, etc.

5. Influence over your activities in controlling and disciplining students in your classroom/area.

_____ (5a) The influence of yourself

_____ (5b) The influence of other staff members, excluding the principal

_____ (5c) The influence of the principal

_____ (5d) The influence of people external to the school such as parents, central office personnel, trustees, etc.

CHAPTER 4

RESEARCH SITE, DATA COLLECTION, COMPUTER FACILITIES

CHAPTER 4

RESEARCH SITE, DATA COLLECTION, COMPUTER FACILITIES

The selection of the research site, the collection of data, and the computer facilities used to process the data are described in the following sections.

RESEARCH SITE

In January, 1974, nine school districts within the metropolitan area of Vancouver, British Columbia, were identified by Balderson as potential research sites. After a period of discussions and correspondence with the Provincial Department of Education and District Superintendents (or their representatives) two school districts consented to participate in the study. Only one of these districts was able to provide for the collection of data at the end of the 1973-74 school year and it was therefore chosen as the research site. The Board of School Trustees officially authorized the project upon the recommendations of the Superintendent.

DATA COLLECTION

Administration of Questionnaire

On June 3, 1974, Balderson met with the Superin-

tendent and principals of the district's elementary schools to provide the necessary general description of the project. Following this meeting, all principals were supplied with packets of questionnaires. At subsequent school staff meetings, the principals provided their staffs with information about the project and copies of the questionnaire. Along with a guide for the administration and completion of the questionnaire, each questionnaire had a letter attached from the project director.

Completed questionnaires were collected by the school secretaries and forwarded to central office by the district's express service where they were deposited for collection. This procedure was followed by all but one of the schools. The principal of this school administered the questionnaires on June 28, 1974 (the last day of the school year) and the project director retrieved the questionnaires directly from the school on that day.

Coding

Balderson (1978:69) described the coding procedures as follows:

> Respondents were not asked to record their names. To ensure anonymity of schools, a code number was assigned to each school in the following manner. The names of the schools, arranged alphabetically, were numbered consecutively 1 through 41. A table of random numbers was then used to identify the first school to be coded. The first number 1 through 41 to appear in the table of random numbers resulted in the school name with the corresponding number

being coded as School 1, and so on, until all 41 schools were coded. The code numbers assigned to the schools therefore had no systematic relationship to the original alphabetical list.

The school code number was recorded on each questionnaire in the packages received from each school. The questionnaires within a school package were numbered consecutively and the number recorded on the questionnaire. It was therefore impossible to identify individual respondents through the use of a code key.

Only Balderson has access to the code key which identifies the 41 schools by name.

DATA UTILIZATION

The data utilized in this study was drawn from Balderson's data bank and analyzed by Jefferson in 1979.

COMPUTER FACILITIES

The analysis of the data was performed by the utilization of programs and sub-programs contained in SPSS--Statistical Package for the Social Sciences (Nie et al, 1975). Additional programs were written by C. Prokop, Computer Applications Analyst, Department of Educational Administration, The University of Alberta. The facilities of the Computing Services Department, University of Alberta were employed for the processing of the data.

CHAPTER 5

SUBJECTS

CHAPTER 5

SUBJECTS

As reported elsewhere (Balderson, 1978), data were collected from 426 teachers in 41 public elementary schools. The population represented 71% of the total number of teachers in the school district.

In order to be included in this study of alienation and influence, subjects were required to have a 100% response rate to all the instruments with the exception of background variables. As reported later, this requirement resulted in data from 291 teachers being used for the factor analyses of the alienation instruments. When relationships between alienation and influence were studied, the number of respondents dropped to 276.

The following general description of the 291 teachers is based on data presented in Tables 5.1 and 5.2.

Table 5.1 indicates the following description of the respondents. Seventy-four percent of the teachers were female. Sixty-six percent of the respondents were younger than thirty-six years of age; while eighty-four percent were at least forty-five. Seventy-four percent had at least a Bachelor's degree with an additional eighteen percent having more than a Bachelor's degree but less than a Master's degree. The distribution of teachers over the various grade levels was approximately even.

TABLE 5.1

BACKGROUND ITEMS OF TEACHERS
(N = 291)

CATEGORY	%
SEX:	
Male	23.4
Female	74.2
No Response	2.4
AGE:	
< 26	19.9
26 - 35	45.7
36 - 45	18.2
46 - 55	8.9
56 - 65	4.8
≥ 66	--
No Response	2.4
ACADEMIC BACKGROUND:	
Less than a Bachelor's degree	32.0
Bachelor's degree	42.3
More than a Bachelor's degree	17.9
Master's degree	4.8
More than a Master's degree	.7
Doctor's degree	--
No Response	2.4
GRADE LEVEL ASSIGNMENT:	
Kindergarten	6.9
Gr. 1	11.7
Gr. 2	8.2
Gr. 3	10.7
Gr. 4	12.4
Gr. 5	16.8
Gr. 6	10.3
Gr. 7	13.4
Remedial, Library, Etc.	9.6

In reference to tenure (Table 5.2), forty-two percent of the teachers had five years or less of teaching experience. Fifty-one percent of respondents had taught for between six and twenty-one years inclusive. Fifty-one percent of the teachers had 1-5 years tenure in their district. Seventy-two percent of the teachers had been assigned to a school for five years or less. Eighty-two percent of the teachers had been assigned to a school with the same principal for five years or less and fifty-five percent for two years or less. Twenty-nine percent were completing their first year in the school with the principal.

TABLE 5.2

BACKGROUND ITEMS ON THE TENURE OF TEACHERS

(N = 291)

YEARS	TENURE			
	Teacher	Teacher in Present District	Teacher in Present School	Teacher in Present School with Present Principal
	%	%	%	%
1	10.3	17.5	28.4	28.5
2	4.8	5.5	15.5	26.1
3 - 5	26.8	27.5	27.8	27.5
6 - 9	20.6	18.6	16.5	12.7
10 - 14	16.5	13.7	7.6	2.1
15 - 21	13.4	10.7	2.7	1.0
22 - 34	5.8	5.2	1.0	1.0
35 - 43	1.4	.3	--	.3
$\geq$ 44	--	.3	.3	--
No Response	.3	.7	.3	.7

CHAPTER 6

EMPIRICAL DEFINITION OF ALIENATION

CHAPTER 6

EMPIRICAL DEFINITION OF ALIENATION

FACTOR ANALYSIS

For this study, teacher responses to the items of the Teacher Alienation Inventory (TAI), Extended Teacher Alienation Inventory (ETAI), Sense of Autonomy (SOA), and Sense of Power (SOP) scales were subjected to analysis by the SPSS subprogram FACTOR (PA2). This program utilizes communality estimates in the main diagonal elements of the correlation matrix and employs an iteration procedure for improving the estimates of communality. The program therefore produces inferred principal-factor solutions (see SPSS, 1975:479-480).

Factor loadings greater than or equal to .40 were considered significant thereby reducing the gradual intrusion of unique variance into later factors (Child, 1970:45-46).

In considering the acceptability of factors, Kaiser's criterion (eigenvalues greater than one) and Cattell's scree test were utilized. In essence, the scree test determines whether eigenvalues less than one may be extracted by plotting the latent roots against the factor number. At the point at which the curve begins to develop

into a linear relationship, the maximum number of factors that may be extracted has been determined (Cattell, 1966; Child, 1970). Therefore, to apply the scree test a minimum of n + 3 factors, where n represents the number of factors with eigenvalues greater than or equal to one, is required.

ANALYSIS OF THE TEACHER ALIENATION INVENTORY (TAI)

The means, as determined by this present study, for the five items ranged from a low of 1.73 to a high of 2.68 over a five point Likert-type scale (Table 6.1). With a high scale score representing feelings of high alienation, Table 6.2 revealed that the respondents tended to be highly alienated with respect to their relationship with the principal. That is, with regards to the principal's openness on educational matters, 69.0% of the respondents were highly alienated and 76.1% were highly alienated when the principal's willingness to delegate authority was of concern.

Intercorrelations Among TAI Items

Pearson correlations among the five items of the scale were generally low with correspondingly low common variance, as indicated by r^2 (Table 6.3). The probability level in all relationships was less than or equal to .001. However, the correlation between satisfaction with prin-

TABLE 6.1

MEANS OF ITEMS FROM TAI SCALE
(N = 291)

	ITEMS	MEAN	STANDARD DEVIATION
1.	I do things at this school that I wouldn't do if it were up to me.	2.275	1.180
2.	When things get rough in my school, I just have to take it the way it is.	2.684	1.320
3.[a]	I am satisfied that my principal is open to my ideas on educational matters.	2.096	1.194
4.[a]	I am satisfied that I have been given enough authority by my principal to do my job well.	1.729	1.006
5.	I am just a cog in the machinery of this school.	2.089	1.237

[a] Reflected Item

TABLE 6.2

FREQUENCY DISTRIBUTION OF THE TEACHERS' RESPONSE TO THE TAI SCALE (N = 291)

CATEGORY	ABBREVIATED TAI ITEMS				
	1 %	2 %	3[a] %	4[a] %	5 %
1 (Never)	33.0	24.7	5.5	2.4	45.7
2	28.9	21.6	8.9	4.8	22.0
3	19.9	25.8	16.5	11.7	14.1
4	14.1	16.2	27.8	25.4	14.1
5 (Always)	4.1	11.7	41.2	55.7	4.1

[a] Items were reflected in their substantive meaning when interpreted for scoring.

TABLE 6.3

INTERCORRELATION MATRIX OF ITEMS ON THE TAI SCALE
(N = 291)

	ITEMS	ABBREVIATED ITEMS									
		1		2		3		4		5	
		r	r^2	r	r^2	r	r^2	r	r^2	r	r^2
1.	I do things at this school that I wouldn't do if it were up to me.			.377***	.142	.270***	.073	.304***	.092	.302***	.153
2.	When things get rough in my school, I just have to take it the way it is.					.413***	.171	.307***	.094	.413***	.170
3.[a]	I am satisfied that my principal is open to my ideas on educational matters.							.688***	.473	.431***	.186
4.[a]	I am satisfied that I have been given enough authority by my principal to do my job well.									.444***	.197
5.	I am just a cog in the machinery of this school.										

[a] Reflected Items

***$p \leq .001$

cipal's openness to ideas on educational matters and satisfaction with the principal granting teachers enough authority had a relatively high coefficient (r = .688, r^2 = .473, p = .001).

Validity

To measure the construct validity of the scale items, a varimax rotated factor analysis was utilized. Though such a procedure had not been reported by Isherwood and Hoy (1973), subsequent correspondence with Isherwood revealed that, in fact, a factor analysis had been performed on the TAI scale. The result of this analysis was that the five powerlessness items of the TAI scale loaded on a single factor.

The performance of a factor analysis on the items of the TAI scale resulted in the extraction of a single factor with an eigenvalue greater than or equal to one (Table 6.4). The eigenvalue was 2.07910. With all items loading beyond .40, further support was given to Isherwood's claim that the items of the Teacher Alienation Inventory measured a single dimension, which he labelled powerlessness.

ANALYSIS OF THE EXTENDED TEACHER ALIENATION INVENTORY SCALE (ETAI)

The means of the additional two items to the

TABLE 6.4

FACTOR ANALYSIS (VARIMAX ROTATED) OF THE TAI SCALE
(N = 291)

	ITEMS	FACTOR LOADING
1.	I do things at this school that I wouldn't do if it were up to me.	.483**
2.	When things get rough in my school, I just have to take it the way it is.	.559**
3.[a]	I am satisfied that my principal is open to my ideas on educational matters.	.763**
4.[a]	I am satisfied that I have been given enough authority by my principal to do my job well.	.731**
5.	I am just a cog in the machinery of this school.	.645**
	Eigenvalue	2.07910
	Percentage of Variance	100.0

[a] Reflected Item

** Loading $\geq$ .40

Teacher Alienation Inventory scale, added by Balderson (1974), were within the same range as reported for the TAI scale (Table 6.5). Examination of Table 6.6 revealed that the respondents tended to be more alienated (dissatisfied) with colleagues' openness to ideas on educational matters (64.0%) and students' acceptance of teacher authority (79.0%).

Intercorrelations Among ETAI Items

As found with the TAI items, intercorrelations among the seven items of the ETAI scale were low (r = .058, p = .164 to r = .688, p = .001) (Table 6.7). The corresponding range of r^2 (r^2 = .003 to r^2 = .479) indicated a low common variance among the seven items.

Low correlation of the five TAI items with the added two items indicated that the two items were contributing little to the strength of the original scale. This weak relationship, however, did not take away from the intercorrelation between items 3 and 4 established with only the five item scale.

Validity

Previous analysis of the TAI items had resulted in items loading significantly on a single factor (Table 6.4); however, a varimax rotated factor analysis of the ETAI items resulted in the loadings being distributed over two factors. That is, factor analysis of the ETAI scale resulted

TABLE 6.5

MEANS OF ITEMS FROM ETAI SCALE
(N = 291)

	ITEMS	MEAN	STANDARD DEVIATION
1.	I do things at this school that I wouldn't do if it were up to me.	2.275	1.130
2.	When things get rough in my school, I just have to take it the way it is.	2.684	1.320
3.[a]	I am satisfied that my principal is open to my ideas on educational matters.	2.096	1.194
4.[a]	I am satisfied that I have been given enough authority by my principal to do my job well.	1.729	1.006
5.	I am just a cog in the machinery of this school.	2.089	1.237
6.[a]	I am satisfied that my colleagues in this school are open to my ideas on educational matters.	2.306	1.189
7.[a]	I am satisfied that the students of this school have accepted my authority enough to enable me to do my job well.	1.945	.967

[a] Reflected Item

TABLE 6.6

FREQUENCY DISTRIBUTION OF TEACHERS' RESPONSE

TO THE ETAI SCALE

(N = 291)

CATEGORY	ABBREVIATED ETAI ITEMS						
	1 %	2 %	3[a] %	4[a] %	5 %	6[a] %	7[a] %
1 (Never)	33.0	24.7	5.5	2.4	45.7	6.2	1.7
2	28.9	21.6	8.9	4.8	22.0	11.7	7.2
3	19.9	25.8	16.5	11.7	14.1	18.2	12.0
4	14.1	16.2	27.8	25.4	14.1	34.4	41.9
5 (Always)	4.1	11.7	41.2	55.7	4.1	29.6	37.1

[a] Items were reflected in their substantive meaning when interpreted for scoring.

TABLE 6.7

INTERCORRELATION MATRIX OF ITEMS ON THE ETAI SCALE
(N = 291)

	ITEMS	ABBREVIATED ITEMS													
		1		2		3		4		5		6		7	
		r	r^2	r	r^2	r	r^2	r	r^2	r	r^2	r	r^2	r	r^2
1.	I do things at this school that I wouldn't do if it were up to me.			.377***	.142	.270***	.073	.304***	.092	.392***	.153	.114*	.013	.119*	.014
2.	When things get rough in my school, I just have to take it the way it is.					.413***	.171	.307***	.094	.413***	.170	.058	.003	.219***	.479
3.[a]	I am satisfied that my principal is open to my ideas for educational matters.							.688***	.473	.431***	.186	.115*	.013	.103*	.011
4.[a]	I am satisfied that I have been given enough authority by my principal to do my job well.									.444***	.197	.148**	.022	.148**	.022
5.	I am just a cog in the machinery of this school.											.082	.007	.151**	.023
6.[a]	I am satisfied that my colleagues in this school are open to my ideas on educational matters.													.219***	.048
7.[a]	I am satisfied that the students of this school have accepted my authority enough to enable me to do my job well.														

[a] Reflected Item
* $p < .05$
** $p < .01$
*** $p < .001$

in a reclustering of the five items of the TAI scale. Though Balderson's two items were the cause of this reclustering these two items did not load significantly with either cluster (Table 6.8).

It appeared from these factors that the concept powerlessness has two dimensions.

1. Teacher-Principal Relations: Teacher satisfaction with their principal is positively related to the openness of the principal and the principal's willingness to delegate authority.
2. Cog Factor: Teachers are just cogs in the machinery of their schools, doing things that they would not do if it were solely up to them and taking things just the way they are during rough times.

Applying Kaiser's criterion, however, permitted only factor one (teacher-principal relations) to be accepted as consisting of items measuring powerlessness. The eigenvalue was 2.25936.

ANALYSIS OF THE SENSE OF POWER SCALE (SOP)

The means for the six items Sense of Power scale ranged from a low of 1.81 to a high of 3.36 on a five point scale (Table 6.9). The data in Table 6.10 appeared to indicate that the respondents were teachers who tended

TABLE 6.8

FACTOR ANALYSIS (VARIMAX ROTATED) OF THE ETAI SCALE
(N = 291)

	ITEMS	FACTOR LOADING 1	2
1.	I do things at this school that I wouldn't do if it were up to me.	.184	.549**
2.	When things get rough in my school, I just have to take it the way it is.	.249	.600**
3.[a]	I am satisfied that my principal is open to my ideas on educational matters.	.793**	.276
4.[a]	I am satisfied that I have been given enough authority by my principal to do my job well.	.776**	.264
5.	I am just a cog in the machinery of this school.	.371	.538**
6.[a]	I am satisfied that my colleagues in this school are open to my ideas on educational matters.	.097	.160
7.[a]	I am satisfied that the students of this school have accepted my authority enough to enable me to do my job well.	.063	.289
	Eigenvalue	2.25936	.42401
	Percentage of Variance	84.2	15.8

[a] Reflected Item

** Loading $\geq$ .40

TABLE 6.9

MEANS OF ITEMS FROM THE SOP SCALE
(N = 291)

	ITEMS	MEAN	STANDARD DEVIATION
1.[a]	Believes he has some control over what textbooks will be used in the classroom.	2.450	1.157
2.	Feels he does not know what is going on in the higher levels of administration.	3.241	1.261
3.	Never has a chance to work on school committees which make important decisions for the school district.	1.811	1.051
4.	Considers that he has little to say about what teachers will work with him on a job.	3.357	1.358
5.[a]	Usually can find ways of getting district-wide policies changed if he feels strongly enough about them.	3.210	1.224
6.	Feels he has little to say about district-wide policies relating to teaching.	2.887	1.245

[a] Reflected Item

TABLE 6.10

FREQUENCY DISTRIBUTION OF TEACHERS' RESPONSE

TO THE SOP SCALE

(N = 291)

CATEGORY	ABBREVIATED SOP ITEMS					
	1[a] %	2 %	3 %	4 %	5[a] %	6 %
1 (Strongly Disagree)	5.2	9.3	49.8	11.0	18.2	16.2
2	14.8	22.3	31.6	19.9	24.1	23.0
3	24.1	23.4	10.3	18.9	26.8	28.9
4	32.0	25.1	4.1	22.7	22.3	19.9
5 (Strongly Agree)	24.1	19.9	4.1	27.5	8.6	12.0

[a] Items were reflected in their substantive meaning when interpreted for scoring.

to cluster around a midpoint between alienated and not alienated. The exception to this was in relation to the item regarding teachers' opportunity to work on school committees (SOP 3). Here 82.4% of the respondents leaned towards the disagree end of the scale. This finding indicated that the respondents were low on feelings of alienation with regard to this issue.

Intercorrelations Among SOP Items

Intercorrelations among the six SOP items ranged from $\underline{r}$ = .091 to $\underline{r}$ = .461 (Table 6.11). These low correlations produced corresponding low common variance, as indicated by $\underline{r}^2$ ($\underline{r}^2$ = .008 to $\underline{r}^2$ = .212).

Validity

Moeller (1964) and Moeller and Charters (1966) did not report a factor analysis of the Sense of Power scale. In order to assess the construct validity of their SOP scale, the present study subjected the items to a varimax rotated factor analysis. The result of this analysis was the extraction of a single principal factor. The eigenvalue was 1.47606 (Table 6.12).

From this finding, we may conclude that the Sense of Power scale does possess construct validity, as Moeller claimed in his writing of 1964. Though this study placed significant loadings at greater than or equal to .40, the margin of rejection for the loadings of items 1 (.394) and

TABLE 6.11

INTERCORRELATION MATRIX OF ITEMS ON THE SOP SCALE
(N = 291)

ITEMS	ABBREVIATED ITEMS											
	1		2		3		4		5		6	
	r	r^2	r	r^2	r	r^2	r	r^2	r	r^2	r	r^2
1.[a] Believes he has some control over what textbooks will be used in the classroom.			.257***	.066	.198***	.039	.134**	.018	.291***	.085	.091	.008
2. Feels he does not know what is going on in the higher levels of administration.					.461***	.212	.290***	.084	.282***	.080	.176***	.031
3. Never has a chance to work on school committees which make important decisions for the school districts.							.188***	.035	.318***	.101	.181***	.033
4. Considers that he has little to say about what teachers will work with him on his job.									.102*	.010	.142**	.020
5.[a] Usually can find ways of getting district-wide policies changed if he feels strongly enough about them.											.278***	.078
6. Feels he has little to say about district-wide policies relating to teaching.												

[a] Reflected Item

* $p \leq .05$

** $p \leq .01$

*** $p \leq .001$

TABLE 6.12

FACTOR ANALYSIS (VARIMAX ROTATED) OF THE SOP SCALE
(N = 291)

	ITEMS	FACTOR LOADING
1.[a]	Believes he has some control over what textbooks will be used in the classroom.	.394
2.	Feels he does not know what is going on in the higher levels of administration.	.668**
3.	Never has a chance to work on school committees which make important decisions for the school district.	.615**
4.	Considers that he has little to say about what teachers will work with him on a job.	.400**
5.[a]	Usually can find ways of getting district-wide policies changed if he feels strongly enough about them.	.519**
6.	Feels he has little to say about district-wide policies relating to teaching.	.335
	Eigenvalue	1.47606
	Percentage of Variance	100.0

[a] Reflected Item

** Loading $\geq$ .40

6 (.335) was small. The concept of powerlessness measured by this scale was that teachers felt powerless with respect to district policies.

ANALYSIS OF THE SENSE OF AUTONOMY SCALE (SOA)

The means for the twenty-six items ranged from a low of 1.522 to a high of 3.997 on the six point scale (Table 6.13). Examination of the means indicated that items dealing with "pacing" (SOA 1, 2, 4), "pressure of expectations" (SOA 6, 7, 8, 20, 22), and "power of the teacher" (SOA 24, 26) tended to cluster near the low end of the scale (pacing--2.9%; pressure of expectations--45.8%; power of the teacher--75.3%). Thus, it appeared that with regard to these issues the respondents were low in feelings of alienation.

Intercorrelations Among SOA Items

The research team of Project MITT at the University of Oregon reported intercorrelations only for interpretable factors resulting from factor analysis. In applying subprogram PEARSON CORR to the twenty-six items of the SOA scales, this study found a low correlation and corresponding low common variance between the items (r = .006, r^2 = .00004, p = .461 to r = .542, r^2 = .294, p = .001).

TABLE 6.13

MEANS OF ITEMS FROM THE SOA SCALE
(N = 291)

	ITEMS	MEAN	STANDARD DEVIATION
1.[a]	On the whole, my students and I can establish the rhythm of daily activities rather than have it determined for us by people or events outside the classroom.	1.863	1.045
2.[a]	Generally speaking, I believe I can pretty well decide my own pace of work as a teacher.	1.722	.815
3.	Much of the time I feel pressed by the daily schedule.	3.021	1.433
4.[a]	In my present job I feel relatively free to decide how fast to cover instructional material with my students.	1.869	.970
5.	Curriculum guides exert an uncomfortable influence on what I teach.	2.285	1.245
6.	I sense pressure from the administration concerning how I spend my time during the school day.	2.038	1.298
7.	In this school a teacher has to look busy when he is on duty, even if there is nothing urgent to do.	1.839	1.253
8.	I am so tied down to the classroom that I would find it hard to take a short break from the kids, even if I really needed to.	2.488	1.603

TABLE 6.13
(CONTINUED)

	ITEMS	MEAN	STANDARD DEVIATION
9.[a]	I doubt that I would have trouble getting a few days off from school once in a while to attend to personal business.	3.801	1.711
10.[a]	Aside from things which lie in myself, there is little that holds me back from doing a good job of teaching.	2.354	1.400
11.	I simply cannot find the time I need in this school to do the kind of teaching I know I am able to do.	2.900	1.502
12.[a]	I feel as though I can pretty well decide what youngsters I will work with in my classroom.	3.997	1.641
13.	I rarely have a chance to use the teaching methods I think work best for me.	1.997	1.199
14.[a]	I feel free to try out new teaching ideas with my classes.	1.873	1.133
15.	Generally speaking, I feel as though the teaching techniques I can use are closely controlled in this school.	2.058	1.183
16.[a]	School funds permitting, I believe I am perfectly free to use whatever instructional materials I think will work with my classes.	2.117	1.260
17.	This school exerts an excessive influence on the discipline measures I can use in the classroom.	2.258	1.315

TABLE 6.13
(CONTINUED)

	ITEMS	MEAN	STANDARD DEVIATION
18.	I would have uneasy feelings if I gave unusually high (or low) grades to my classes, even though I had sound reasons of my own for doing so.	2.213	1.498
19.	I feel I have little say over how the progress of my students is to be judged.	1.784	1.094
20.[a]	I am confident that the principal trusts my judgement when it comes to evaluating class performance of students.	1.866	1.262
21.	I feel that in this school I must abide by someone else's ideas on how I should grade my own students.	2.065	1.334
22.[a]	This is one school, at least, in which I do not feel as though someone were peering over my shoulder at the way I teach.	2.062	1.371
23.[a]	I feel free to say whatever I wish to my pupils in the classroom.	2.068	1.413
24.	I must constantly be on guard around here against doing or saying the wrong things in my teaching.	1.993	1.237
25.	A lot of the time I have the idea that other teachers want to find out what I am doing in my classroom teaching just so they can judge me.	1.522	.970

TABLE 6.13
(CONTINUED)

	ITEMS	MEAN	STANDARD DEVIATION
26.	This is a community where a teacher must be especially careful not to discuss topics in his classes which are controversial.	2.072	1.171

[a] Reflected Item

Validity

The research team for Project MITT employed a varimax rotated factor analysis to establish the construct validity of the Sense of Autonomy scale items. When the analysis was performed with twenty-nine other items from five different scales, the team found that the scale was substantially independent of other phenomenological variables measured in the same questionnaire (Charters, 1973: 235). In applying the criterion that only factor loadings of .40 or greater were acceptable, the research team were able to extract seven factors. Of these seven factors, only five were given as being interpretable and labelled.

> The fact remains, however, that the five interpretable factors are substantially intercorrelated (r's from .13 to .41) and all of the 24 items seem to tap a single underlying attribute of teachers -- their feelings of autonomy in the work of teaching.
> (Charters, 1973:251)

Factor analysis of the responses to the SOA items, by the present study, resulted in the extraction of two principal factors with eigenvalues greater than or equal to one. These eigenvalues were 6.283 and 1.122. Cattell's scree test permitted the extraction of a third factor (Figure 6.1).

The factors extracted appeared to be measuring three separate dimensions of powerlessness. (Each factor was one of the factors established by the Project MITT team analysis.)

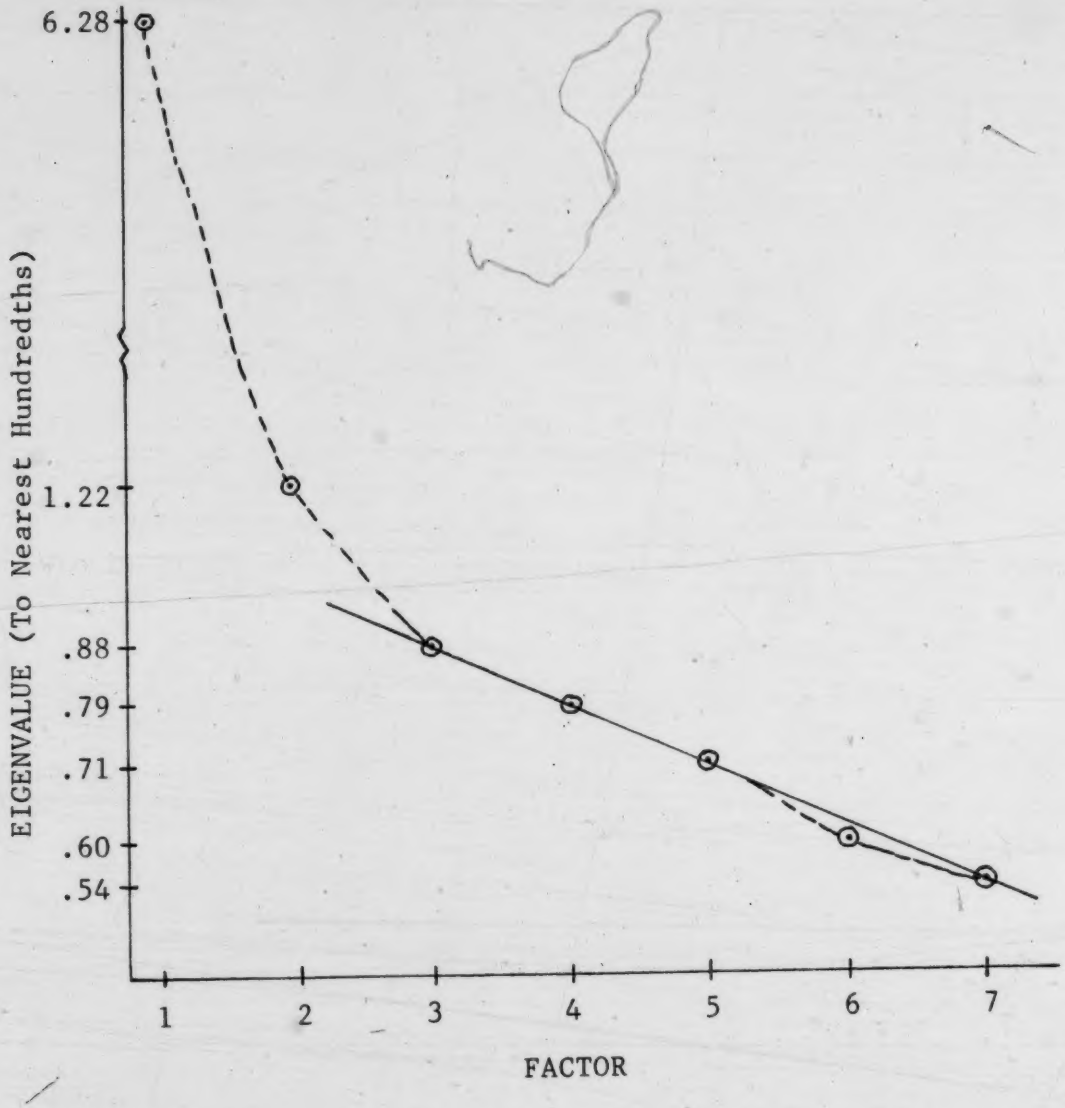

FIGURE 6.1 Cattell's scree test as applied to the Sense of Autonomy scale

1. Grading: Teachers are uneasy in applying their professional judgement to the grading of students.
2. Pacing: Teachers are unable to establish the pace they will follow in relation to the classroom and their work as teachers in general.
3. Pressure of Expectations: Teachers are continuously pressured by the administration to be engaged in professional activities and conduct.

ANALYSIS OF COMBINED SCALES

Intercorrelations Among ETAI, SOA, and SOP Items

Correlations among items of the combined scales were found to be similar to the intercorrelations of items on any of the individual scales. The range of the intercorrelations of the combined scale items was from $r = .0004$ ($r^2 = .0000$, $p = .497$) for SOA 9 with SOP 4 to $r = .6879$ ($r^2 = .4732$, $p = .001$) for ETAI 3 with ETAI 4. Noteworthy is that the correlation of ETAI 3 and ETAI 4 has remained intact at the same r and p values when all items of the three different scales were combined.

Validity

Factor analysis of the responses to the thirty-nine items extracted four principal factors satisfying Kaiser's criterion. The eigenvalues were 8.24030 (21.1%

of the total variance), 1.39165 (3.6% of the total variance), 1.27924 (3.3% of the total variance), and 1.13473 (2.9% of the total variance). Application of Cattell's scree test (Figure 6.2) permitted the extraction of a fifth factor whose value was .98153. These five factors accounted for 33.4% of the total variance of the items.

Factor one accounting for 21.1% of the total variance would tend to indicate that teachers' freedom in the grading of students would account substantially for teachers' feelings of alienation.

Thus, when all scales were combined and analyzed, the concept of powerlessness was found to consist of five dimensions. These dimensions were labelled grading, pacing, teacher-principal relations, district policies, and pressure of expectations. The description of each dimension was given earlier as a result of the factor analysis of the ETAI, SOA, and SOP scales, separately.

To examine the reliability of each measure, the five dimensions of powerlessness were subjected to analysis by the SPSS subprogram RELIABILITY. The alpha reliabilities were as follows: Grading = .70624, Pacing = .67169, Teacher-Principal Relations = .80806, District Policies = .61464, and Pressure of Expectations = .67795.

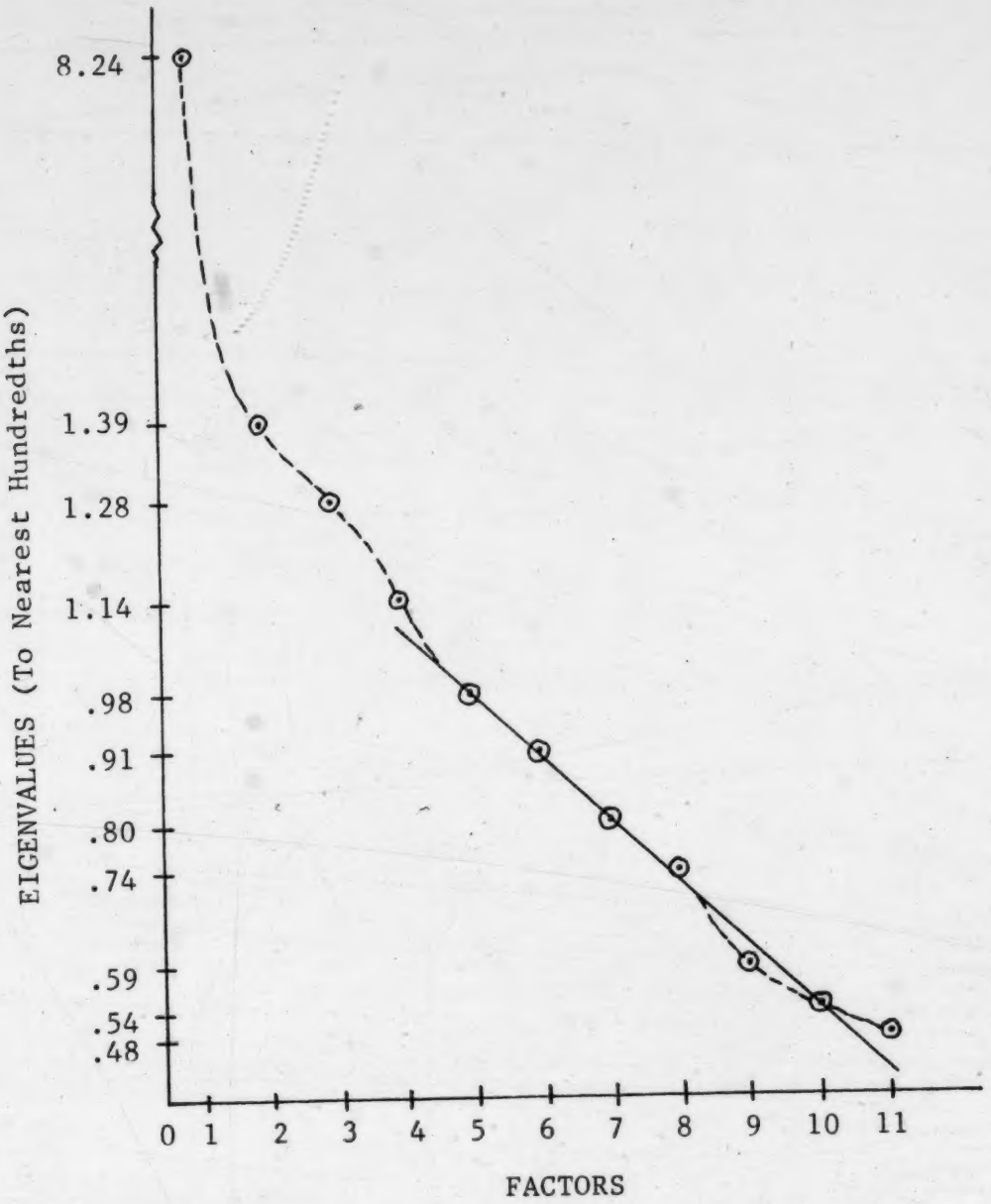

FIGURE 6.2 Cattell's scree test as applied to the ETAI, SOA, and SOP scales

SUMMARY

In examining the meaning of alienation, the researcher decided that Seeman's (1959) framework was inadequate for this study. Instead, a multidimensional aspect of Seeman's concept powerlessness (one of his five dimensions) was found to be a more satisfactory definition of alienation.

The empirical dimensions of powerlessness and the items used to obtain their measurement in this study are presented below.

1. Grading

   SOA 18: I would have uneasy feelings if I gave unusually high (or low) grades to my classes, even though I had sound reasons of my own for doing so.

   SOA 19: I feel I have little say over how the progress of my students is to be judged.

   SOA 21: I feel that in this school I must abide by someone else's ideas on how I should grade my own students.

2. Pacing

   SOA 1: On the whole, my students and I can establish the rhythm of daily activities rather than have it determined for us by people or events outside the classroom. (Reflected)

   SOA 2: Generally speaking, I believe I can

pretty well decide my own pace of work as a teacher. (Reflected)

SOA 4: In my present job I feel relatively free to decide how fast to cover instructional material with my students. (Reflected)

3. Teacher-Principal Relations

ETAI 3: I am satisfied that my principal is open to my ideas on educational matters. (Reflected)

ETAI 4: I am satisfied that I have been given enough authority by my principal to do my job well. (Reflected)

4. District Policies

SOP 2: Feels he does not know what is going on in the higher levels of administration.

SOP 3: Never has a chance to work on school committees which make important decisions for the school district.

SOP 5: Usually can find ways of getting district-wide policies changed if he feels strongly enough about them. (Reflected)

5. Pressure of Expectations

SOA 6: I sense pressure from the administration concerning how I spend my time during the school day.

SOA 7: In this school a teacher has to look

busy when he is on duty, even if there is nothing urgent to do.

SOA 8: I am so tied down to the classroom that I would find it hard to take a short break from the kids, even if I really needed to.

These five dimensions of powerlessness were employed in testing the study's hypotheses.

CHAPTER 7

CONCEPTUALIZATION OF FURTHER RESEARCH HYPOTHESES

CHAPTER 7

CONCEPTUALIZATION OF FURTHER RESEARCH HYPOTHESES

Given the results of the factor analyses which revealed the multidimensional nature of powerlessness, the earlier hypotheses were further delimited to explore the relationship between each dimension of powerlessness and influence over school matters. For easy reference, the numbering of the following hypotheses will follow those previously stated.

INFLUENCE OVER SCHOOL-WIDE MATTERS

Individual Teachers

H_{1a1}: Teacher powerlessness with respect to the grading of students is negatively related to the influence individual teachers have over school-wide matters.

H_{1a2}: Teacher powerlessness with respect to pacing is negatively related to the influence individual teachers have over school-wide matters.

H_{1a3}: Teacher powerlessness with respect to teacher-principal relations is negatively related to the influence individual teachers have over school-wide matters.

H_{1a4}: Teacher powerlessness with respect to district policies is negatively related to the influence

individual teachers have over school-wide matters.

H_{1a5}: Teacher powerlessness with respect to pressure of expectations of teachers is negatively related to the influence individual teachers have over school-wide matters.

Colleagues

H_{1b1}: Teacher powerlessness with respect to the grading of students is negatively related to the influence colleagues have over school-wide matters.

H_{1b2}: Teacher powerlessness with respect to pacing is negatively related to the influence colleagues have over school-wide matters.

H_{1b3}: Teacher powerlessness with respect to teacher-principal relations is negatively related to the influence colleagues have over school-wide matters.

H_{1b4}: Teacher powerlessness with respect to district policies is negatively related to the influence colleagues have over school-wide matters.

H_{1b5}: Teacher powerlessness with respect to pressure of expectations of teachers is negatively related to the influence colleagues have over school-wide matters.

Principals

H_{1c1}: Teacher powerlessness with respect to the grading

of students is positively related to the influence principals have over school-wide matters.

H_{1c2}: Teacher powerlessness with respect to pacing is positively related to the influence principals have over school-wide matters.

H_{1c3}: Teacher powerlessness with respect to teacher-principal relations is positively related to the influence principals have over school-wide matters.

H_{1c4}: Teacher powerlessness with respect to district policies is positively related to the influence principals have over school-wide matters.

H_{1c5}: Teacher powerlessness with respect to pressure of expectations of teachers is positively related to the influence principals have over school-wide matters.

External Actors

H_{1d1}: Teacher powerlessness with respect to the grading of students is positively related to the influence external actors have over school-wide matters.

H_{1d2}: Teacher powerlessness with respect to pacing is positively related to the influence external actors have over school-wide matters.

H_{1d3}: Teacher powerlessness with respect to teacher-principal relations is positively related to

the influence external actors have over school-wide matters.

H_{1d4}: Teacher powerlessness with respect to district policies is positively related to the influence external actors have over school-wide matters.

H_{1d5}: Teacher powerlessness with respect to pressure of expectations of teachers is positively related to the influence external actors have over school-wide matters.

INFLUENCE OVER CLASSROOM MATTERS

Individual Teachers

H_{2a1}: Teacher powerlessness with respect to the grading of students is negatively related to the influence individual teachers have over classroom matters.

H_{2a2}: Teacher powerlessness with respect to pacing is negatively related to the influence individual teachers have over classroom matters.

H_{2a3}: Teacher powerlessness with respect to teacher-principal relations is negatively related to the influence individuals teachers over classroom matters.

H_{2a4}: Teacher powerlessness with respect to district policies is negatively related to the influence individual teachers have over classroom matters.

H_{2a5}: Teacher powerlessness with respect to pressure of expectations of teachers is negatively related to the influence individual teachers have over classroom matters.

Colleagues

H_{2b1}: Teacher powerlessness with respect to the grading of students is negatively related to the influence colleagues have over classroom matters.

H_{2b2}: Teacher powerlessness with respect to pacing is negatively related to the influence colleagues have over classroom matters.

H_{2b3}: Teacher powerlessness with respect to teacher-principal relations is negatively related to the influence colleagues have over classroom matters.

H_{2b4}: Teacher powerlessness with respect to district policies is negatively related to the influence colleagues have over classroom matters.

H_{2b5}: Teacher powerlessness with respect to pressure of expectations of teachers is negatively related to the influence colleagues have over classroom matters.

Principals

H_{2c1}: Teacher powerlessness with respect to the grading of students is positively related to the influence principals have over classroom matters.

H_{2c2}: Teacher powerlessness with respect to pacing is positively related to the influence principals have over classroom matters.

H_{2c3}: Teacher powerlessness with respect to teacher-principal relations is positively related to the influence principals have over classroom matters.

H_{2c4}: Teacher powerlessness with respect to district policies is positively related to the influence principals have over classroom matters.

H_{2c5}: Teacher powerlessness with respect to pressure of expectations of teachers is positively related to the influence principals have over classroom matters.

External Actors

H_{2d1}: Teacher powerlessness with respect to the grading of students is positively related to the influence external actors have over classroom matters.

H_{2d2}: Teacher powerlessness with respect to pacing is positively related to the influence external actors have over classroom matters.

H_{2d3}: Teacher powerlessness with respect to teacher-principal relations is positively related to the influence external actors have over classroom matters.

H_{2d4}: Teacher powerlessness with respect to district

policies is positively related to the influence external actors have over classroom matters.

H_{2d5}: Teacher powerlessness with respect to pressure of expectations of teachers is positively related to the influence external actors have over classroom matters.

PART III

RESULTS: ALIENATION AND OTHER VARIABLES

CHAPTER 8

ANALYSIS OF RESEARCH HYPOTHESES

CHAPTER 8

ANALYSIS OF RESEARCH HYPOTHESES

Questionnaires were considered acceptable when respondents answered 100% of the school-wide (IOSM) and classroom (IOCM) items. A consequence of using the criterion was a drop in the number of respondents from 291 to 276 (that is, a 5% loss of respondents).

To test the general hypothesis (H) the more teachers are alienated the less influence they have over school matters, SPSS subprogram PEARSON CORR was utilized. This subprogram produced bivariate zero-order correlations between variables of powerlessness and influence. This chapter presents the resulting bivariate associations between the five dimensions of powerlessness and influence over school-wide and classroom matters.

POWERLESSNESS AND INFLUENCE OVER SCHOOL-WIDE MATTERS (IOSM)

Generally it was hypothesized that a negative relationship would exist between powerlessness and influence over school-wide matters. That is, the more powerless teachers felt the less influence they would feel they had over school-wide matters (H_1).

Powerlessness and Self-IOSM

Given the general hypothesis (H_1), exploration was undertaken to see whether the dimensions of powerlessness would be negatively related to the degree to which individual teachers influenced school-wide matters.

The observed relationships supported these expectations (Table 8.1). It was found that powerlessness with respect to grading, pacing, teacher-principal relations, district policies, and pressure of expectations were negatively and significantly related to individual teacher influence over school-wide matters. The correlations ranged from $\underline{r} = -.138$, $\underline{p} \leq .01$ to $\underline{r} = -.287$, $\underline{p} \leq .001$ (Table 8.2).

Powerlessness and Colleague-IOSM

Given the general hypothesis (H_1), it was expected that the five dimensions of powerlessness would be negatively related to the degree to which teachers perceived that colleagues influenced school-wide matters.

The direction of the observed relationships supported these expectations with one exception (Table 8.3). This exception was the association of pacing with determination of educational goals and student grading practices.

The data in Table 8.4 indicated that powerlessness with respect to teacher-principal relations and district policies were negatively and significantly ($\underline{r} = -.106$, $\underline{p} \leq .05$ to $\underline{r} = -.197$, $\underline{p} \leq .001$) related to perceived

TABLE 8.1

HYPOTHESIZED (H), OBSERVED (O), AND SIGNIFICANCE (p) OF POWERLESSNESS AND INDIVIDUAL TEACHER'S INFLUENCE OVER SCHOOL-WIDE MATTERS (IOSM)
(N = 276)

DIMENSIONS OF POWERLESSNESS	I O S M														
	Goals			Establishing Rules and Regulations			Grading			Planning Curriculum			Student Control and Discipline Practice		
	H	O	p	H	O	p	H	O	p	H	O	p	H	O	p
Grading	-	-	***	-	-	***	-	-	***	-	-	***	-	-	***
Pacing	-	-	***	-	-	**	-	-	*	-	-	***	-	-	***
Teacher-Principal Relations	-	-	***	-	-	***	-	-	***	-	-	***	-	-	***
District Policies	-	-	***	-	-	***	-	-	***	-	-	**	-	-	***
Pressure of Expectations	-	-	**	-	-	**	-	-	**	-	-	***	-	-	***

-, + Direction of Relationship

* $p \leq .05$

** $p \leq .01$

*** $p \leq .001$

TABLE 8.2

CORRELATIONS BETWEEN DIMENSIONS OF POWERLESSNESS AND INDIVIDUAL TEACHER'S INFLUENCE OVER SCHOOL-WIDE MATTERS (IOSM)
(N = 276)

DIMENSIONS OF POWERLESSNESS	I O S M				
	Goals	Establishing Rules and Regulations	Grading	Planning Curriculum	Student Control and Discipline Practice
Grading	-.185***	-.195***	-.233***	-.259***	-.206***
Pacing	-.199***	-.174**	-.129*	-.189***	-.193***
Teacher-Principal Relations	-.228***	-.226***	-.287***	-.179***	-.237***
District Policies	-.146***	-.271***	-.220***	-.162**	-.194***
Pressure of Expectations	-.138**	-.176**	-.160**	-.201***	-.204***

* $p \leq .05$
** $p \leq .01$
*** $p \leq .001$

TABLE 8.3

HYPOTHESIZED (H), OBSERVED (O), AND SIGNIFICANCE (p) OF POWERLESSNESS AND COLLEAGUES' INFLUENCE OVER SCHOOL-WIDE MATTERS (IOSM)
(N = 276)

DIMENSIONS OF POWERLESSNESS	I O S M											
	Goals			Establishing Rules and Regulations			Grading			Planning Curriculum			Student Control and Discipline Practice		
	H	O	p	H	O	p	H	O	p	H	O	p	H	O	p
Grading	-	-	NS	-	-	NS	-	-	NS	-	-	*	-	-	NS
Pacing	-	+	NS	-	-	NS	-	+	NS	-	-	**	-	-	NS
Teacher-Principal Relations	-	-	*	-	-	***	-	-	***	-	-	**	-	-	**
District Policies	-	-	*	-	-	**	-	-	**	-	-	**	-	-	**
Pressure of Expectations	-	-	NS	-	-	*	-	-	NS	-	-	**	-	-	**

-, + Direction of Relationship
NS = Non-significant ($p > .05$)
* $p \leq .05$
** $p \leq .01$
*** $p \leq .001$

TABLE 8.4

CORRELATIONS BETWEEN DIMENSIONS OF POWERLESSNESS AND COLLEAGUES' INFLUENCE OVER SCHOOL-WIDE MATTERS (IOSM)
(N = 276)

DIMENSIONS OF POWERLESSNESS	I O S M				
	Goals	Establishing Rules and Regulations	Grading	Planning Curriculum	Student Control and Discipline Practice
Grading	-.014	-.019	-.019	-.119*	-.095
Pacing	.022	-.053	.008	-.148**	-.072
Teacher-Principal Relations	-.106*	-.186***	-.197***	-.136**	-.159**
District Policies	-.116*	-.171**	-.150**	-.141**	-.163**
Pressure of Expectations	-.046	-.097*	-.054	-.159**	-.149**

* $p \leq .05$
** $p \leq .01$
*** $p \leq .001$

colleagues' influence over school-wide matters. Powerlessness with respect to pressure of expectations, though in the predicted (negative) direction was insignificant over certain school-wide matters. Colleagues' influence over the planning of the general curriculum was found to be negatively and significantly related to two dimensions of powerlessness: (1) grading ($r = -.119$, $p \leq .05$) and (2) pacing ($r = -.148$, $p \leq .01$).

Powerlessness and Principal-IOSM

Given the general hypothesized association between powerlessness and influence, it was expected that the dimensions of powerlessness and teachers' perception of principals' influence over school-wide matters would be positively related. That is, as one variable increased in strength a corresponding increase would occur in the other variable.

The data indicated that the five dimensions of powerlessness were not significantly ($p > .05$) related to the influence principals had over determining student control and discipline practices for the school (Table 8.5). Examination of powerlessness with the remaining school-wide matters indicated that the observed relationships supported the hypothesis. The significance of the correlations varied from $p > .05$ to $p \leq .001$ (Table 8.6).

Teacher-principal relations and the pressure of

TABLE 8.5

HYPOTHESIZED (H), OBSERVED (O), AND SIGNIFICANCE (p) OF POWERLESSNESS AND PRINCIPAL'S INFLUENCE OVER SCHOOL-WIDE MATTERS (IOSM)
(N = 276)

DIMENSIONS OF POWERLESSNESS	IOSM														
	Goals			Establishing Rules and Regulations			Grading			Planning Curriculum			Student Control and Discipline Practice		
	H	O	p	H	O	p	H	O	p	H	O	p	H	O	p
Grading	+	+	**	+	+	**	+	+	***	+	+	NS	+	+	NS
Pacing	+	+	NS	+	+	NS	+	+	NS	+	+	NS	+	-	NS
Teacher-Principal Relations	+	+	**	+	+	**	+	+	***	+	+	*	+	-	NS
District Policies	+	+	NS	+	+	NS	+	+	NS	+	-	NS	+	-	NS
Pressure of Expectations	+	+	***	+	+	***	+	+	**	+	+	*	+	+	NS

-, + Direction of Relationship
NS = Non-significant ($p > .05$)
* $p \leq .05$
** $p \leq .01$
*** $p \leq .001$

TABLE 8.6

CORRELATIONS BETWEEN DIMENSIONS OF POWERLESSNESS AND PRINCIPAL'S INFLUENCE OVER SCHOOL-WIDE MATTERS (IOSM)
(N = 276)

DIMENSIONS OF POWERLESSNESS	I O S M				
	Goals	Establishing Rules and Regulations	Grading	Planning Curriculum	Student Control and Discipline Practice
Grading	.132**	.166**	.184***	.078	.096
Pacing	.025	.049	.064	.007	-.039
Teacher-Principal Relations	.143**	.159**	.201***	.105*	-.016
District Policies	.047	.049	.093	-.007	-.021
Pressure of Expectations	.180***	.181***	.172**	.120*	.074

* $p \leq .05$
** $p \leq .01$
*** $p \leq .001$

expectations dimensions of powerlessness were significant ($p \leq .05$) and in the hypothesized direction for four school-wide matters: determination of educational goals, establishment of rules and regulations, determination of student grading practices, and planning curriculum. With the exception of planning curriculum, similar findings were found for powerlessness with respect to grading. Powerlessness with respect to pacing and district policies did not correlate significantly with any of the five school-wide matters. Consequently, the predicted positive relationships between teacher powerlessness with respect to pacing and district policies and the influence principals have over school-wide matters were rejected.

Powerlessness and External-IOSM

Given the general hypothesis (H_1), it was expected that the five dimensions of powerlessness would be positively related to the degree to which teachers perceived that external actors influenced school-wide matters.

The observed relationships supported the hypothesized direction (Table 8.7). However, it was found that powerlessness with respect to teacher-principal relations was positively but non-significantly related to the influence external actors had over school-wide matters. The data in Tables 8.7 and 8.8 further indicated that powerlessness with respect to grading, pacing, district policies,

TABLE 8.7

HYPOTHESIZED (H), OBSERVED (O), AND SIGNIFICANCE (p) OF POWERLESSNESS AND EXTERNAL ACTORS' INFLUENCE OVER SCHOOL-WIDE MATTERS (IOSM)
(N = 276)

DIMENSIONS OF POWERLESSNESS	I O S M											
	Goals			Establishing Rules and Regulations			Grading			Planning Curriculum			Student Control and Discipline Practice		
	H	O	p	H	O	p	H	O	p	H	O	p	H	O	p
Grading	+	+	NS	+	+	NS	+	+	*	+	+	*	+	+	**
Pacing	+	+	**	+	+	NS	+	+	NS	+	+	*	+	+	**
Teacher-Principal Relations	+	+	NS	+	+	NS	+	+	NS	+	+	NS	+	+	NS
District Policies	+	+	*	+	+	*	+	+	***	+	+	NS	+	+	NS
Pressure of Expectations	+	+	***	+	+	*	+	+	NS	+	+	NS	+	+	***

-, + Direction of Relationship
NS = Non-significant ($p > .05$)
* $p \leq .05$
** $p \leq .01$
*** $p \leq .001$

TABLE 8.8

CORRELATIONS BETWEEN DIMENSIONS OF POWERLESSNESS AND EXTERNAL ACTORS' INFLUENCE OVER SCHOOL-WIDE MATTERS (IOSM)
(N = 276)

DIMENSIONS OF POWERLESSNESS	I O S M				
	Goals	Establishing Rules and Regulations	Grading	Planning Curriculum	Student Control and Discipline Practice
Grading	.073	.082	.127*	.118*	.164**
Pacing	.172**	.057	.068	.130*	.156**
Teacher-Principal Relations	.051	.064	.070	.027	.072
District Policies	.114*	.097*	.179***	.080	.093
Pressure of Expectations	.183***	.104*	.029	.069	.191***

* $p \leq .05$
** $p \leq .01$
*** $p \leq .001$

and pressure of expectations were significantly related to external actors' influence over specific school-wide matters.

POWERLESSNESS AND INFLUENCE OVER CLASSROOM MATTERS (IOCM)

Hypothesis two predicted that the more powerless the teachers were the less influence they would have over classroom matters. As discussed earlier, the negative relationships between powerlessness and influence variables were explored through various sub-hypotheses of hypothesis two. The results of this exploration are presented below.

Powerlessness and Self-IOCM

Given the general hypothesis (H_2), it was expected that the five dimensions of powerlessness would be negatively related to the degree to which individual teachers perceived that they influenced classroom matters.

The observed relationships were in the hypothesized direction (Table 8.9). It was found that powerlessness with respect to pacing and teacher-principal relations were negatively and significantly ($r = -.132$, $p \leq .01$ to $r = -.246$, $p \leq .001$) (Table 8.10) related to classroom matters. These matters were administering school rules and regulations, grouping students, planning curriculum, teaching specific lessons, classes, or groups, and student

TABLE 8.9

HYPOTHESIZED (H), OBSERVED (O), AND SIGNIFICANCE (p) OF POWERLESSNESS AND INDIVIDUAL TEACHER'S INFLUENCE OVER CLASSROOM MATTERS (IOCM)
(N = 276)

DIMENSIONS OF POWERLESSNESS	I O C M											
	Administering School Rules and Regulations			Grouping Students			Planning Curriculum			Teaching Specific Lessons, Classes or Groups			Student Control and Discipline		
	H	O	p	H	O	p	H	O	p	H	O	p	H	O	p
Grading	-	-	**	-	-	**	-	-	*	-	-	NS	-	-	*
Pacing	-	-	***	-	-	***	-	-	***	-	-	**	-	-	***
Teacher-Principal Relations	-	-	***	-	-	***	-	-	***	-	-	**	-	-	**
District Policies	-	-	NS	-	+	NS	-	-	NS	-	-	NS	-	-	NS
Pressure of Expectations	-	-	*	-	-	NS	-	-	**	-	-	NS	-	-	NS

-, + Direction of Relationship
NS = Non-significant ($p > .05$)
* $p \leq .05$
** $p \leq .01$
*** $p \leq .001$

TABLE 8.10

CORRELATIONS BETWEEN DIMENSIONS OF POWERLESSNESS AND INDIVIDUAL TEACHER'S INFLUENCE OVER CLASSROOM MATTERS (IOCM)
(N = 276)

DIMENSIONS OF POWERLESSNESS	I O C M				
	Administering School Rules and Regulations	Grouping Students	Planning Curriculum	Teaching Specific Lessons, Classes or Groups	Student Control and Discipline
Grading	-.146**	-.137**	-.125*	-.084	-.105*
Pacing	-.214***	-.210***	-.213***	-.169**	-.204***
Teacher-Principal Relations	-.246***	-.215***	-.219***	-.132**	-.177**
District Policies	-.029	.031	-.009	-.032	-.083
Pressure of Expectations	-.117*	-.059	-.157**	-.058	-.081

* $p \leq .05$
** $p \leq .01$
*** $p \leq .001$

control and discipline. The analyses of powerlessness with respect to district policies and the five classroom matters revealed negative but non-significant relationships. The result of these findings was the rejection of the hypothesis that teacher powerlessness with respect to district policies is negatively related to the influence individual teachers have over classroom matters. Powerlessness with respect to pressure of expectations was found to be statistically significant in relation to the administration of school rules ($\underline{r} = -.117$, $\underline{p} \leq .05$) and planning curriculum ($\underline{r} = -.157$, $\underline{p} \leq .01$). A negative and significant relationship resulted for bivariate correlations between powerlessness with respect to grading and all matters except the teaching of specific lessons ($\underline{r} = -.084$, $\underline{p} > .05$).

Powerlessness and Colleague-IOCM

Given the general hypothesis (H_2), it was expected that the five dimensions of powerlessness would be negatively related to the degree to which teachers perceived colleagues influenced classroom matters.

The observed relationships did not support these expectations (Table 8.11). It was found that the correlations between dimensions of powerlessness and colleagues' influence over classroom matters were not strong enough to be statistically significant at the $\underline{p} \leq .05$ level (Table 8.12).

TABLE 8.11

HYPOTHESIZED (H), OBSERVED (O), AND SIGNIFICANCE (p) OF POWERLESSNESS AND COLLEAGUES' INFLUENCE OVER CLASSROOM MATTERS (IOCM)
(N = 276)

DIMENSIONS OF POWERLESSNESS	I O C M											
	Administering School Rules and Regulations			Grouping Students			Planning Curriculum			Teaching Specific Lessons, Classes or Groups			Student Control and Discipline		
	H	O	p	H	O	p	H	O	p	H	O	p	H	O	p
Grading	-	+	NS	-	+	NS	-	+	NS	-	+	NS	-	-	NS
Pacing	-	+	NS	-	+	NS	-	+	NS	-	+	NS	-	+	NS
Teacher-Principal Relations	-	+	NS	-	+	NS	-	-	NS	-	-	NS	-	-	NS
District Policies	-	-	NS	-	-	NS	-	-	NS	-	-	NS	-	-	NS
Pressure of Expectations	-	+	NS	-	-	NS	-	-	NS	-	+	NS	-	-	NS

-, + Direction of Relationship
NS = Non-significant ($p > .05$)

TABLE 8.12

CORRELATIONS BETWEEN DIMENSIONS OF POWERLESSNESS AND COLLEAGUES' INFLUENCE OVER CLASSROOM MATTERS (IOCM)
(N = 276)

DIMENSIONS OF POWERLESSNESS	I O C M				
	Administering School Rules and Regulations	Grouping Students	Planning Curriculum	Teaching Specific Lessons, Classes or Groups	Student Control and Discipline
Grading	.027	.017	.017	.014	-.001
Pacing	.091	.068	.029	.048	.095
Teacher-Principal Relations	.014	.002	-.073	-.033	-.064
District Policies	-.089	-.066	-.070	-.051	-.088
Pressure of Expectations	.008	-.046	-.086	.044	-.031

Powerlessness and Principal-IOCM

Given the assumption that teachers prefer the activities of principals at the classroom level to be minimal, it was expected that the five dimensions of powerlessness would be positively related to the degree to which teachers perceived that principals influenced classroom matters.

Generally, the observed and hypothesized directions of the correlations of powerlessness and principal-IOCM were in agreement (Table 8.13). The hypothesis that powerlessness with respect to district policies would be positively related with principals' influence over classroom matters was rejected (Table 8.14). As revealed in Table 8.14, powerlessness with respect to grading and pacing was positively and significantly related to principals' influence over classroom matters, with the exception of administering school rules and regulations in the classroom. Positive and significant relationships was found for teacher-principal relations with principals' influence over grouping students in the classroom ($r = .124$, $p \leq .05$). Also, powerlessness with respect to pressure of expectations correlated positively and significantly with principals' influence over teaching specific lessons ($r = .140$, $p \leq .01$) and controlling and disciplining students in the classroom ($r = .125$, $p \leq .05$).

TABLE 8.13

HYPOTHESIZED (H), OBSERVED (O), AND SIGNIFICANCE (p) OF POWERLESSNESS AND PRINCIPAL'S INFLUENCE OVER CLASSROOM MATTERS (IOCM)
(N = 276)

DIMENSIONS OF POWERLESSNESS	I O C M											
	Administering School Rules and Regulations			Grouping Students			Planning Curriculum			Teaching Specific Lessons, Classes or Groups			Student Control and Discipline		
	H	O	p	H	O	p	H	O	p	H	O	p	H	O	p
Grading	+	+	NS	+	+	*	+	+	*	+	+	*	+	+	*
Pacing	+	+	NS	+	+	**	+	+	***	+	+	**	+	+	**
Teacher-Principal Relations	+	+	NS	+	+	*	+	+	NS	+	+	NS	+	-	NS
District Policies	+	-	NS	+	+	NS	+	-	NS	+	+	NS	+	+	NS
Pressure of Expectations	+	+	NS	+	+	NS	+	+	NS	+	+	**	+	+	*

-, + Direction of Relationship
NS = Non-significant ($p > .05$)
* $p \leq .05$
** $p \leq .01$
*** $p \leq .001$

TABLE 8.14

CORRELATIONS BETWEEN DIMENSIONS OF POWERLESSNESS AND PRINCIPAL'S INFLUENCE OVER CLASSROOM MATTERS (IOCM)
(N = 276)

DIMENSIONS OF POWERLESSNESS	I O C M				
	Administering School Rules and Regulations	Grouping Students	Planning Curriculum	Teaching Specific Lessons, Classes or Groups	Student Control and Discipline
Grading	.050	.114*	.117*	.115*	.112*
Pacing	.079	.132**	.182***	.149**	.146**
Teacher-Principal Relations	.060	.124*	.052	.089	-.016
District Policies	-.010	.023	-.012	.031	.068
Pressure of Expectations	.081	.064	.068	.140**	.125*

* $p \leq .05$
** $p \leq .01$
*** $p \leq .001$

Powerlessness and External-IOCM

Operating under the assumption that the influence of external actors (parents, trustees, and central office personnel) at the classroom level is preferred by teachers to be as low as possible, it was expected that the five dimensions of powerlessness would be positively related to the degree to which teachers perceived external actors influenced classroom matters.

Examination of Tables 8.15 and 8.16 revealed that powerlessness with respect to pacing was positively and significantly related to the degree to which teachers perceived external actors influenced classroom matters: $r = .109$, $p \leq .05$ to $r = .196$, $p \leq .001$. The data in Tables 8.15 and 8.16 further indicated that powerlessness with respect to teacher-principal relations and district policies were not significantly related to external actors' influence over classroom matters. A positive and significant relationship was revealed between the influence of external actors over the grouping of students (in the classroom) for instruction and powerlessness with respect to grading ($r = .127$, $p \leq .05$) and pressure of expectations ($r = .144$, $p \leq .01$).

TABLE 8.15

HYPOTHESIZED (H), OBSERVED (O), AND SIGNIFICANCE (p) OF POWERLESSNESS AND EXTERNAL ACTORS' INFLUENCE OVER CLASSROOM MATTERS (IOCM)
(N = 276)

DIMENSIONS OF POWERLESSNESS	I O C M											
	Administering School Rules and Regulations			Grouping Students			Planning Curriculum			Teaching Specific Lessons, Classes or Groups			Student Control and Discipline		
	H	O	p	H	O	p	H	O	p	H	O	p	H	O	p
Grading	+	−	NS	+	+	*	+	+	NS	+	+	NS	+	+	NS
Pacing	+	+	*	+	+	***	+	+	*	+	+	**	+	+	*
Teacher-Principal Relations	+	+	NS	+	+	NS	+	−	NS	+	−	NS	+	−	NS
District Policies	+	+	NS	+	+	NS	+	−	NS	+	−	NS	+	−	NS
Pressure of Expectations	+	+	NS	+	+	**	+	+	NS	+	+	NS	+	+	NS

−, + Direction of Relationship
NS = Non-significant ($p > .05$)
* $p \leq .05$
** $p \leq .01$
*** $p \leq .001$

TABLE 8.16

CORRELATIONS BETWEEN DIMENSIONS OF POWERLESSNESS AND EXTERNAL ACTORS' INFLUENCE OVER CLASSROOM MATTERS (IOCM)
(N = 276)

DIMENSIONS OF POWERLESSNESS	I O C M				
	Administering School Rules and Regulations	Grouping Students	Planning Curriculum	Teaching Specific Lessons, Classes or Groups	Student Control and Discipline
Grading	-.002	.127*	.020	.088	.018
Pacing	.109*	.196***	.122*	.134**	.127*
Teacher-Principal Relations	.058	.097	-.030	-.008	-.006
District Policies	.038	.037	-.042	-.011	-.021
Pressure of Expectations	.074	.144**	.020	.066	.068

* $p \leq .05$
** $p \leq .01$
*** $p \leq .001$

POWERLESSNESS WITH THE AGGREGATED IOSM AND IOCM SCORES

In this section a comparison is made of the aggregated scores of IOSM and IOCM with the five dimensions of powerlessness.

Examination of Table 8.17 revealed that powerlessness with respect to grading was significantly associated with the influence individual teachers and principals had over both school-wide and classroom matters. The effect of external actors on powerlessness was significantly and positively correlated only at the school-wide level (r = .153, $p \leq .01$ to r = .158, $p \leq .01$) (Table 8.18). The influence of colleagues over school-wide matters was negatively and significantly related with powerlessness with respect to teacher-principal relations (r = -.212, $p \leq .01$), district policies (r = -.199, $p \leq .001$), and pressure of expectations (r = -.137, $p \leq .05$). The powerlessness dimension of pacing correlated with the IOSM scale in the same manner as when related to the IOCM scale. A weak but significant association was found to exist between powerlessness with respect to teacher-principal relations and district policies and the influence of various actors over school-wide matters.

TABLE 8.17

HYPOTHESIZED (H), OBSERVED (O), AND SIGNIFICANCE (p) OF POWERLESSNESS WITH SCHOOL-WIDE MATTERS (IOSM) AND CLASSROOM MATTERS (IOCM) (N = 276)

DIMENSIONS OF POWERLESSNESS	IOSM												IOCM											
	Self			Colleagues			Principal			External Actors			Self			Colleagues			Principal			External Actors		
	H	O	p	H	O	p	H	O	p	H	O	p	H	O	p	H	O	p	H	O	p	H	O	p
Grading	-	-	***	-	-	NS	+	+	**	+	+	**	-	-	**	-	-	NS	+	+	*	+	+	NS
Pacing	-	-	***	-	-	NS	+	+	NS	+	+	**	-	-	***	-	+	NS	+	+	**	+	+	**
Teacher-Principal Relations	-	-	***	-	-	***	+	+	**	+	+	NS	-	-	***	-	-	NS	+	+	NS	+	+	NS
District Policies	-	-	***	-	-	***	+	+	NS	+	+	**	-	-	NS	-	-	NS	+	+	NS	+	-	NS
Pressure of Expectations	-	-	***	-	-	*	+	+	***	+	+	**	-	-	*	-	-	NS	+	+	*	+	+	NS

-, + Direction of Relationship
NS = Non-significant ($p > .05$)
* $p \leq .05$
** $p \leq .01$
*** $p \leq .001$

TABLE 8.18

INTERCORRELATIONS AMONG DIMENSIONS OF POWERLESSNESS AND INFLUENCE OVER SCHOOL-WIDE MATTERS (IOSM) AND CLASSROOM MATTERS (IOCM)
(N = 276)

DIMENSIONS OF POWERLESSNESS	I O S M				I O C M			
	Self	Colleagues	Principals	External Actors	Self	Colleagues	Principals	External Actors
Grading	-.272***	-.073	.175**	.155**	-.145**	-.018	.126*	.056
Pacing	-.222***	-.067	.027	.158**	-.246***	.080	.171**	.176**
Teacher-Principal Relations	-.292***	-.212***	.157**	.077	-.241***	-.038	.074	.022
District Policies	-.248***	-.199***	.041	.153**	-.029	-.089	.027	-.004
Pressure of Expectations	-.221***	-.137*	.194***	.154**	-.116*	-.029	.119*	.091

* $p \leq .05$
** $p \leq .01$
*** $p \leq .001$

CHAPTER 9

PREDICTORS OF POWERLESSNESS

CHAPTER 9

PREDICTORS OF POWERLESSNESS

The relationships found in the testing of hypotheses led to the further investigation of determining what major variables were contributing to the variance in powerlessness. To explore this variance in powerlessness a forward stepwise regression procedure of SPSS subprogram REGRESSION was employed. Five steps were specified, otherwise the default values governing the inclusion of variables were permitted to operate (SPSS, 1975:346). Restrictions on variables, as discussed earlier, resulted in default values placing minimal additional restriction on the regression equation. This chapter, therefore, discusses the contributions that the resulting major variables made towards contributing to the variance in the dimensions of powerlessness.

PREDICTORS OF POWERLESSNESS WITH RESPECT TO GRADING

Grading and Aggregated Influence Variables

Table 9.1 shows a summary of the results of a standard forward stepwise regression procedure used to analyze the variation in powerlessness with respect to grading

TABLE 9.1

SUMMARY OF FORWARD (STEPWISE) REGRESSION ANALYSIS FOR POWERLESSNESS WITH RESPECT TO GRADING AS THE DEPENDENT VARIABLE AND INFLUENCE OVER SCHOOL MATTERS (AGGREGATED IOSM/IOCM) AS INDEPENDENT VARIABLE

Step	Variable Entered	R	df	F	B	BETA	R^2	R^2 Change	r
1.	self-IOSM	.272	1,274	21.950***	-.284***	-.260***	.074	.074	-.272
2.	principal-IOSM	.324	2,273	16.055***	.217**	.173**	.105	.031	.175
3.	colleague-IOCM	.339	3,272	11.759***	.087	.081	.115	.010	.018
4.	external-IOSM	.347	4,271	9.248***	.075	.072	.120	.005	.155
5.	self-IOCM	.352	5,270	7.656***	-.104	-.073	.124	.004	-.145

** $p \leq .01$

*** $p \leq .001$

accounted for by influence (aggregated) variables. The R for these five variables was .352 and it was statistically significant ($F = 7.656$; $df = 5,270$; $p \leq .001$). The variance included in the final solution as indicated by R^2 was 12.4%.

Examination of the contributions of the independent variables revealed that only the variance in grading accounted for by self-IOSM and principal-IOSM were statistically significant. The two variables combined accounted for 10.5% of the variance in powerlessness with respect to grading, or approximately 84.7% of the total variance in grading accounted for by the five variables. However, predictive power of the equation increased by only 3.1% with the addition of the second variable, principal-IOSM.

Grading and Individual Influence Variables

The variance in powerlessness with respect to grading accounted for by the forty variables of IOSM and IOCM is presented in Table 9.2. An examination of the order in which the independent variables were selected into the regression equation revealed that individual teacher's influence over planning the curriculum at the school level ranked first in terms of proportional reduction in unexplained variation in powerlessness with regard to grading. The 6.7% variance in grading accounted for by this independent variable was approximately 52.3% of the total accounted-

TABLE 9.2

SUMMARY OF FORWARD (STEPWISE) REGRESSION ANALYSIS FOR POWERLESSNESS WITH RESPECT TO GRADING AS THE DEPENDENT VARIABLE AND INFLUENCE OVER SCHOOL MATTERS (IOSM/IOCM) AS INDEPENDENT VARIABLES

Step	Variable Entered	R	df	F	B	BETA	R^2	R^2 Change	r
1.	self-IOSM (planning curriculum)	.259	1,274	19.769***	-.174***	-.207***	.067	.067	-.259
2.	principal-IOSM (grading)	.301	2,273	13.610***	.087	.091	.091	.023	.184
3.	self-IOCM (grouping students)	.324	3,272	10.634***	-.158*	-.135*	.105	.014	-.137
4.	principal-IOSM (establishing rules and regulations)	.343	4,271	9.051***	.133*	.134*	.118	.013	.165
5.	external-IOSM (student control and discipline practice)	.358	5,270	7.923***	.080*	.103*	.128	.010	.164

* $p \leq .05$
** $p \leq .01$
*** $p \leq .001$

for variance in powerlessness with respect to grading. Of the five independent variables selected into the regression equation principals' influence over student grading practices (school level) did not contribute significantly to the variance in powerlessness with respect to grading.

PREDICTORS OF POWERLESSNESS WITH RESPECT TO PACING

Pacing and Aggregated Influence Variables

Table 9.3 shows the results of using a standard forward stepwise regression procedure to analyze the variation in powerlessness with respect to pacing accounted for by the aggregated scores of IOSM and IOCM. The R was .333 and it was statistically significant ($F = 6.718$; $df = 5,270$; $p \leq .001$). The variance accounted for in the final solution as indicated by R^2 was 11.1%.

An examination of the predictive importance of each of the independent variables selected into the regression equation revealed that only the contributions of self-IOCM and self-IOSM were statistically significant. The variance in powerlessness with respect to pacing accounted for by these variables was approximately 73.0% of the total variance in pacing. Of this percentage, the highest ranked of the two independent variables accounted for 74.1% of the combined contribution.

TABLE 9.3

SUMMARY OF FORWARD (STEPWISE) REGRESSION ANALYSIS FOR POWERLESSNESS WITH RESPECT TO PACING AS THE DEPENDENT VARIABLE AND INFLUENCE OVER SCHOOL MATTERS (AGGREGATED IOSM/IOCM) AS INDEPENDENT VARIABLE

Step	Variable Entered	R	df	F	B	BETA	R^2	R^2 CHANGE	r
1.	self-IOCM	.246	1,274	17.607***	-.141*	-.142*	.060	.060	-.246
2.	self-IOSM	.284	2,273	11.991***	-.142**	-.186**	.081	.020	-.222
3.	principal-IOCM	.314	3,272	9.940***	.054	.075	.099	.018	.171
4.	external-IOSM	.325	4,271	8.020***	.068	.093	.106	.007	.158
5.	colleague-IOCM	.333	5,270	6.718***	.066	.088	.111	.005	.080

* $p \leq .05$
** $p \leq .01$
*** $p \leq .001$

Pacing and Individual Influence Variables

Table 9.4 shows a summary of the results of a standard forward stepwise regression procedure used to analyze the variation in powerlessness with respect to pacing accounted for by the individual IOSM and IOCM scores.

The three variables that contributed significantly to the variation in pacing were as follows: (1) individual teacher's influence over administering rules and regulations in the classroom; (2) external influence over determining the school's educational goals; and (3) individual teacher's influence over planning the general curriculum for the school. The R for these variables was .306 and it was statistically significant ($F = 9.334$; $df = 3,272$; $p \leq .001$). The total variance in the dependent variable, pacing, accounted for by the combination of the three stated independent variables was 9.3% of the 11.8% when all five variables were considered. However, the predictive strength increased minimally with the addition of each independent variable.

PREDICTORS OF POWERLESSNESS WITH RESPECT TO TEACHER-PRINCIPAL RELATIONS

Teacher-Principal Relations and Aggregated Influence Variables

Table 9.5 shows a summary of the results of a

TABLE 9.4

SUMMARY OF FORWARD (STEPWISE) REGRESSION ANALYSIS FOR POWERLESSNESS WITH RESPECT TO PACING AS THE DEPENDENT VARIABLE AND INFLUENCE OVER SCHOOL MATTERS (IOSM/IOCM) AS INDEPENDENT VARIABLES

Step	Variable Entered	R	df	F	B	BETA	R^2	R^2 Change	r
1.	self-IOCM (administering rules and regulations)	.214	1,274	13.121***	-.121**	-.143**	.046	.046	-.214
2.	external-IOSM (educational goals)	.272	2,273	10.892***	.068*	.117*	.074	.028	.172
3.	self-IOSM (planning curriculum)	.306	3,272	9.334***	-.091**	-.154**	.093	.019	-.189
4.	external-IOCM (grouping students)	.332	4,271	8.368***	.093	.103	.110	.017	.196
5.	principal-IOCM (planning curriculum)	.344	5,270	7.243***	.061	.100	.118	.008	.182

* $p \leq .05$

** $p \leq .01$

*** $p \leq .001$

TABLE 9.5

SUMMARY OF FORWARD (STEPWISE) REGRESSION ANALYSIS FOR POWERLESSNESS WITH RESPECT TO TEACHER-PRINCIPAL RELATIONS AS THE DEPENDENT VARIABLE AND INFLUENCE OVER SCHOOL MATTERS (AGGREGATED IOSM/IOCM) AS INDEPENDENT VARIABLE

Step	Variable Entered	R	df	F	B	BETA	R^2	R^2 Change	r
1.	self-IOSM	.292	1,274	25.384***	-.146*	-.138*	.085	.085	-.292
2.	principal-IOSM	.332	2,273	16.893***	.315***	.257***	.110	.025	.157
3.	self-IOCM	.380	3,272	15.294***	-.308**	-.223**	.144	.034	-.241
4.	colleague-IOSM	.397	4,271	12.674***	-.177*	-.135*	.158	.013	-.212
5.	principal-IOCM	.399	5,270	10.228***	-.049	-.050	.159	.002	.074

* $p \leq .05$
** $p \leq .01$
*** $p \leq .001$

standard forward stepwise regression procedure used to analyze the variation in powerlessness with respect to teacher-principal relations accounted for by the aggregated scores of influence over school matters. The R was .399 and was statistically significant (F = 10.228; df = 5,270; $p \leq .001$). As indicated by R^2, the variance included in the final solution was 15.9%.

Given the particular order in which the independent variables were selected into the regression equation, an examination of the variables' predictive contribution to the variation of teacher-principal relations revealed that only principal-IOCM was beyond the significance level of .05.

Teacher-Principal Relations and Individual Influence Variables

Table 9.6 shows a summary of the variation in powerlessness with respect to teacher-principal relations accounted for by the forty school-wide and classroom matters variables.

An examination of the order in which the independent variables were selected into the regression equation revealed that all of the variables contributed significantly. The variable ranked first, individual teacher's influence over the school's grading practice, contributed 8.2% or approximately 42.7% of the total variance in powerlessness with respect to teacher-principal relations.

TABLE 9.6

SUMMARY OF FORWARD (STEPWISE) REGRESSION ANALYSIS FOR POWERLESSNESS WITH RESPECT TO TEACHER-PRINCIPAL RELATIONS AS THE DEPENDENT VARIABLE AND INFLUENCE OVER SCHOOL MATTERS (IOSM/IOCM) AS INDEPENDENT VARIABLES

Step	Variable Entered	R	df	F	B	BETA	R^2	R^2 Change	r
1.	self-IOSM (grading)	.287	1,274	24.506***	-.160***	-.202***	.082	.082	-.287
2.	self-IOCM (administering rules and regulations)	.350	2,273	19.073***	-.309***	-.260***	.123	.041	-.246
3.	principal-IOSM (establishing rules and regulations)	.408	3,272	18.137***	.253***	.261***	.167	.044	.158
4.	principal-IOSM (student control and discipline practice)	.423	4,271	14.731***	-.140*	-.160*	.179	.012	-.016
5.	principal-IOSM (grading)	.438	5,270	12.824***	.123*	.131*	.192	.013	.201

* $p \leq .05$

*** $p \leq .001$

PREDICTORS OF POWERLESSNESS WITH RESPECT TO DISTRICT POLICIES

District Policies and Aggregated Influence Variables

Table 9.7 shows a summary of the results of a standard forward stepwise regression procedure used to analyze the variation in powerlessness with respect to district policies accounted for by the aggregated scores of influence over school matters. The R was .301 and statistically significant ($F = 5.382$; $df = 5,270$; $p \leq .001$). As indicated by R^2, the five selected independent variables accounted for 9.1% of the variance.

An examination of the variation in powerlessness with respect to district policies explained by each variable revealed that statistical significance was obtained by three of the five variables. The variables, in decreasing order of contribution to variation, were self-IOSM, external-IOSM, and external-IOCM. The addition of the variables external-IOSM and external-IOCM contributed little to the approximately 67.0% of the total variance in district policies explained by the influence that individual teachers have over school-wide matters (self-IOSM).

District Policies and Individual Influence Variables

The variation in powerlessness with respect to

TABLE 9.7

SUMMARY OF FORWARD (STEPWISE) REGRESSION ANALYSIS FOR POWERLESSNESS WITH RESPECT TO DISTRICT POLICIES AS THE DEPENDENT VARIABLE AND INFLUENCE OVER SCHOOL MATTERS (AGGREGATED IOSM/IOCM) AS INDEPENDENT VARIABLE

Step	Variable Entered	R	df	F	B	BETA	R^2	R^2 Change	r
1.	self-IOSM	.248	1,274	17.924***	-.157**	-.017**	.061	.061	-.248
2.	external-IOSM	.270	2,273	10.754***	.136*	.155*	.073	.012	.153
3.	external-IOCM	.282	3,272	7.818***	-.140*	-.132*	.079	.006	-.004
4.	colleague-IOSM	.291	4,271	6.278***	-.121	-.108	.085	.005	-.199
5.	principal-IOCM	.301	5,270	5.382***	.078	.091	.091	.006	.027

* $p \leq .05$
** $p \leq .01$
*** $p \leq .001$

district policies accounted for by the forty variables of school-wide and classroom matters is summarized in Table 9.8. An examination of the data revealed that individual teacher's influence over establishing school rules and regulations, external influence over determining student grading practices, and principals' influence over the teaching of specific lessons contributed significantly to the variance in district policies. The combined contribution of the first and second variable accounted for 9.5% of the variance or approximately 81.9% of the total variance in district policies. The principals' contribution did not enter until the fourth step.

PREDICTORS OF POWERLESSNESS WITH RESPECT TO PRESSURE OF EXPECTATIONS

Pressure of Expectations and Aggregated Influence Variables

Table 9.9 shows a summary of the results of a standard forward stepwise regression procedure used to analyze the variation in powerlessness with respect to pressure of expectations accounted for by the aggregated scores of influence over school matters. The R for the five variables selected into the equation was .327 and it was statistically significant ($F = 6.487$; $df = 5,270$; $p \leq .001$). The variance included in the final solution as indicated by R^2 was 10.7%.

TABLE 9.8

SUMMARY OF FORWARD (STEPWISE) REGRESSION ANALYSIS FOR POWERLESSNESS WITH RESPECT TO DISTRICT POLICIES AS THE DEPENDENT VARIABLE AND INFLUENCE OVER SCHOOL MATTERS (IOSM/IOCM) AS INDEPENDENT VARIABLE

Step	Variable Entered	R	df	F	B	BETA	R^2	R^2 Change	r
1.	self-IOSM (establishing rules and regulations)	.271	1,274	21.709***	-.228***	-.278***	.073	.073	-.271
2.	external-IOSM (grading)	.309	2,273	14.358***	.107**	.170**	.095	.022	.179
3.	external-IOCM (planning curriculum)	.318	3,272	10.201***	-.069	-.100	.101	.006	-.042
4.	principal-IOCM (teaching specific lessons)	.329	4,271	8.236***	.082*	.113*	.108	.007	.031
5.	self-IOCM (grouping students)	.341	5,270	7.105***	.091	.093	.116	.008	.031

* $p \leq .05$
** $p \leq .01$
*** $p \leq .001$

TABLE 9.9

SUMMARY OF FORWARD (STEPWISE) REGRESSION ANALYSIS FOR POWERLESSNESS WITH RESPECT TO PRESSURE OF EXPECTATIONS AS THE DEPENDENT VARIABLE AND INFLUENCE OVER SCHOOL MATTERS (AGGREGATED IOSM/IOCM) AS INDEPENDENT VARIABLE

Step	Variable Entered	R	df	F	B	BETA	R^2	R^2 Change	r
1.	self-IOSM	.221	1,274	14.052***	-.154*	-.135*	.049	.049	-.221
2.	principal-IOSM	.295	2,273	13.019***	.316***	.241***	.088	.038	.194
3.	external-IOCM	.309	3,272	9.571***	.110	.083	.095	.008	.091
4.	colleague-IOSM	.322	4,271	7.847***	-.155	-.111	.104	.008	-.137
5.	self-IOCM	.327	5,270	6.487***	-.099	-.067	.107	.003	-.116

* $p \leq .05$

*** $p \leq .001$

Given the particular order in which the independent variables were selected into the equation, an examination of the absolute increment in the variation of pressure of expectations explained by each variable revealed that only the contributions of self-IOSM and principal-IOSM were statistically significant. These variables accounted for 8.8% of the variance in pressure of expectations or approximately 82.2% of the total variance in pressure of expectations.

Pressure of Expectations and Individual Influence Variables

Table 9.10 shows a summary of the results of a standard forward stepwise regression procedure used to analyze the variation in powerlessness with respect to pressure of expectations accounted for by the forty variables of school-wide and classroom matters. An examination of the data revealed that all five variables selected into the equation contributed significantly to the variance in pressure of expectations. The variable self-IOSM with respect to determining student control and discipline practice ranked first and accounted for 34.4% of the total variance in pressure of expectations. The first three major contributors to the variance of pressure of expectations accounted for approximately 82.0% of the total variance.

TABLE 9.10

SUMMARY OF FORWARD (STEPWISE) REGRESSION ANALYSIS FOR POWERLESSNESS WITH RESPECT TO PRESSURE OF EXPECTATIONS AS THE DEPENDENT VARIABLE AND INFLUENCE OVER SCHOOL MATTERS (IOSM/IOCM) AS INDEPENDENT VARIABLE

Step	Variable Entered	R	df	F	B	BETA	R^2	R^2 Change	r
1.	self-IOSM (student control and discipline practice)	.204	1,274	11.876***	-.132**	-.146**	.042	.042	-.204
2.	principal-IOSM (educational goals)	.269	2,273	10.644***	.183***	.189***	.072	.031	.180
3.	external-IOSM (student control and discipline practice)	.316	3,272	10.086***	.173***	.214***	.100	.028	.191
4.	colleague-IOSM (planning curriculum)	.336	4,271	8.625***	-.128*	-.127*	.113	.013	-.159
5.	external-IOSM (grading)	.349	5,270	7.487***	-.084*	-.106*	.122	.009	.029

* $p \leq .05$
** $p \leq .01$
*** $p \leq .001$

DISCUSSION

The data indicated that the single most important variable accounting for the variance in the dimensions of powerlessness was individual teachers' influence over school-wide matters. However, the greatest single contribution made by this independent variable to any one of the dimensions of powerlessness was 8.5%. From this finding, we may infer that teachers' sense of powerlessness is minimally affected by their influence over the school-wide and classroom matters examined in this study.

CHAPTER 10

ANALYSIS OF THE EFFECT OF BACKGROUND AND OTHER VARIABLES

CHAPTER 10

ANALYSIS OF THE EFFECT OF BACKGROUND AND OTHER VARIABLES

This chapter discusses the degree to which other variables may have determined the respondents' feeling of powerlessness. The variables selected for examination were background variables, school effect, preference for the teaching profession, and type of school.

BACKGROUND VARIABLES

Zero-order correlations were established to measure the association of background variables (age, sex, academic background, grade level assignment, tenure as teacher, tenure as teacher in present district, tenure as teacher in present school, and tenure as teacher in present school with present principal) with powerlessness and influence variables. Cases containing missing values were excluded from the computations pairwise. (See SPSS, 1975:280-281). This exclusion criterion resulted in a varied N.

Correlation of Background and Powerlessness Variables

Correlations (Table 10.1) of background variables and the dimensions of powerlessness ranged from a low of $\underline{r} = -.012$ ($\underline{r}^2 = .000$, $\underline{p} = .422$) to a high of $\underline{r} = .240$

TABLE 10.1

CORRELATIONS OF BACKGROUND ITEMS WITH THE
FIVE DIMENSIONS OF POWERLESSNESS
(N varies from 257 to 275)

BACKGROUND ITEMS	DIMENSIONS OF POWERLESSNESS									
	Grading		Pacing		Teacher-Principal Relations		District Policies		Pressure of Expectations	
	r	r^2	r	r^2	r	r^2	r	r^2	r	r^2
1. Sex	.016	.000	-.015	.000	-.090	.008	.032	.001	.017	.000
2. Age	-.067	.004	-.046	.002	-.186***	.035	-.142**	.020	-.173**	.030
3. Grade Level Assignment	-.012	.000	-.043	.002	.057	.003	-.045	.002	-.037	.001
4. Academic Background	.019	.000	-.076	.006	.044	.002	.093	.009	.006	.000
5. Tenure as Teacher	-.128*	.016	-.037	.001	-.204***	.042	-.149**	.022	-.240***	.058
6. Tenure as Teacher in District	-.099*	.010	-.012	.000	-.126*	.016	-.199***	.040	-.191***	.036
7. Tenure as Teacher in School	-.124*	.015	-.074	.005	-.086	.007	-.185***	-.034	-.147**	.022
8. Tenure as Teacher in School with Principal	-.161**	.026	-.095	.009	-.108*	.012	-.139**	.019	-.141**	.020

* $p \leq .05$
** $p \leq .01$
*** $p \leq .001$

(r^2 = .058, p = .001). The low range of correlations with correspondingly low common variance indicated that background characteristics were accounting for only 0.0% to 5.8% of the total variance in powerlessness.

Correlation of Background and Influence Variables

The correlations between background variables and influence over school-wide (IOSM) and classroom (IOCM) aggregated variable scores are presented in Tables 10.2 and 10.3, respectively. Examination of these zero-order correlations revealed that the background variables accounted for only 3.3% (IOSM) and 3.6% (IOCM) of the total variance in the influence variables.

SCHOOL EFFECT

The data were analyzed to determine if there was a school effect, that is, if the relationships were strengthened or weakened when school staff scores were considered as compared with individual teacher scores. To examine this question, school mean scores were used.

Correlation of School Means for Powerlessness and IOSM

Bivariate correlations for school mean scores shown in Table 10.4 indicated that powerlessness with respect to pacing and teacher-principal relations with

TABLE 10.2

CORRELATIONS OF BACKGROUND ITEMS WITH INFLUENCE OVER SCHOOL-WIDE MATTERS (IOSM)
(N varies from 257 to 275)

BACKGROUND ITEMS	IOSM							
	Self		Colleagues		Principal		External Actors	
	r	r^2	r	r^2	r	r^2	r	r^2
1. Sex	-.069	.005	.013	.000	.007	.000	.024	.001
2. Age	.057	.003	-.062	.004	-.161**	.026	.004	.000
3. Grade Level	.114*	.013	.123*	.015	.181**	.033	-.010	.000
4. Academic Background	.037	.001	.048	.002	.084	.007	-.032	.001
5. Tenure as Teacher	.090	.008	-.028	.001	-.179***	.032	-.056	.003
6. Tenure as Teacher in District	.118*	.014	.017	.000	-.142**	.020	-.091	.008
7. Tenure as Teacher in School	.113*	.013	-.005	.000	-.107*	.011	-.100*	.010
8. Tenure as Teacher in School with Principal	.122*	.015	.012	.000	-.070	.005	-.063	.004

* $p \leq .05$
** $p \leq .01$
*** $p \leq .001$

TABLE 10.3

CORRELATIONS OF BACKGROUND ITEMS WITH INFLUENCE OVER CLASSROOM MATTERS (IOCM)
(N varies from 257 to 275)

BACKGROUND ITEMS	IOCM							
	Self		Colleagues		Principal		External Actors	
	r	r^2	r	r^2	r	r^2	r	r^2
1. Sex	.101*	.010	-.044	.002	-.071	.005	-.063	.004
2. Age	-.175**	.031	.051	.003	.011	.000	.092	.008
3. Grade Level Assignments	.007	.001	.085	.007	.179**	.032	.030	.001
4. Academic Background	.009	.000	.095	.009	.076	.006	-.063	.004
5. Tenure as Teacher	-.132**	.017	.089	.008	.000	.000	.046	.002
6. Tenure as Teacher in District	-.071	.005	.090	.008	-.029	.001	.031	.001
7. Tenure as Teacher in School	-.047	.002	.159**	.025	.031	.001	-.026	.001
8. Tenure as Teacher in School with Principal	-.009	.000	.190***	.036	.027	.001	-.031	.001

* $p \leq .05$
** $p \leq .01$
*** $p \leq .001$

TABLE 10.4

CORRELATIONS OF SCHOOL MEANS FOR POWERLESSNESS WITH INFLUENCE OVER SCHOOL-WIDE MATTERS (IOSM)
(N = 41 Schools)

DIMENSIONS OF POWERLESSNESS	I O S M							
	Self		Colleagues		Principals		External Actors	
	r	r^2	r	r^2	r	r^2	r	r^2
Grading	-.127	.016	-.112	.012	.210	.044	-.031	.001
Pacing	-.265*	.070	-.432**	.187	-.225	.051	.091	.008
Teacher-Principal Relations	-.317*	.100	-.366**	.134	.003	.000	.072	.005
District Policies	-.200	.040	-.259*	.067	-.064	.004	-.091	.008
Pressure of Expectations	-.128	.016	-.190	.036	.251	.063	-.013	.000

* $p \leq .05$
** $p \leq .01$

influence over school-wide matters were significant at $p \leq .05$ for two actors. The actors were: (1) self ($r = -.265$, $p = .047$ to $r = -.317$, $p = .022$) and (2) colleagues ($r = -.366$, $p = .009$ to $r = -.432$, $p = .002$). The powerlessness dimension of district policies correlated negatively and significantly with colleagues' influence over school-wide matters: $r = -.259$, $p \leq .05$. The strengths of these relationships accounted for 6.7% to 18.7% of the variance in powerlessness.

These examinations of school mean correlations for powerlessness and IOSM variables indicated a lack of a school effect.

Correlations of School Means for Powerlessness and IOCM

Examination of the data in Table 10.5 revealed two significant bivariate correlations: pacing with self-IOCM ($r = -.489$, $r^2 = .239$, $p = .001$) and grading with colleague-IOCM ($r = .302$, $r^2 = .091$, $p = .027$). The total variance in powerlessness accounted for by these correlations were 9% and 24%.

These examinations of school mean correlations for powerlessness and IOCM variables indicated a lack of a school effect.

PREFERENCE FOR THE TEACHING PROFESSION

It was assumed that teachers' sense of powerless-

TABLE 10.5

CORRELATIONS OF SCHOOL MEANS FOR POWERLESSNESS WITH INFLUENCE OVER CLASSROOM MATTERS (IOCM)
(N = 41 Schools)

DIMENSIONS OF POWERLESSNESS	I O C M							
	Self		Colleagues		Principals		External Actors	
	r	r^2	r	r^2	r	r^2	r	r^2
Grading	-.240	.057	.302*	.091	.205	.042	-.137	.019
Pacing	-.489***	.239	.160	.026	.237	.056	.247	.061
Teacher-Principal Relations	-.185	.034	-.008	.000	-.043	.002	-.023	.001
District Policies	-.029	.001	-.081	.007	-.073	.005	-.078	.006
Pressure of Expectations	-.239	.057	.056	.003	.173	.030	-.118	.014

* $p \leq .05$
*** $p \leq .001$

ness would decrease the more they preferred to remain in the teaching profession. A similar inverse relationship was assumed between powerlessness and the probability that if given a second chance teachers would still choose the teaching profession. Thus, frequency distributions of responses to the following questions were examined:[1]

____ Your preference to remain a full-time teacher in public education is:

very weak 1 2 3 4 5 6 very strong

____ If you could do it all over again, the probability that you would prefer the teaching profession is:

very low 1 2 3 4 5 6 very high

Table 10.6 indicates that 55.3% of the teachers preferred to remain as full-time teachers in public education and 67.3% claimed that if given a second chance they preferred the teaching profession.

Examination of the relationships between these two variables and the five dimensions of powerlessness revealed negative and statistically significant correlations in accordance with the assumption (Table 10.7). That is, the more powerless teachers felt, the less they preferred to

---

[1] Background items 14 and 33 of the teacher questionnaire distributed in Balderson's 1974 research study.

TABLE 10.6

FREQUENCY DISTRIBUTION OF TEACHERS WITH RESPECT TO THE TEACHING PROFESSION (N = 291)

CATEGORY	Preference to remain a full-time teacher in public education %	Probability would prefer the teaching profession if given a second chance %
1 (Very Weak/Low)	8.2	4.1
2	3.8	7.2
3	11.7	6.9
4	19.9	14.4
5	17.5	24.7
6 (Very Strong/High)	37.8	42.6
No Response	1.0	--

TABLE 10.7

CORRELATIONS BETWEEN PREFERENCE OF TEACHING PROFESSION AND POWERLESSNESS

ITEM	DIMENSIONS OF POWERLESSNESS				
	Grading	Pacing	Teacher-Principal Relations	District Policies	Pressure of Expectations
[a] Preference to remain full-time teacher	-.162**	-.227***	-.183***	-.130*	-.109*
[b] If you could do it all over again, the probability that you would prefer the teaching profession	-.202***	-.216***	-.182***	-.157**	-.157**

[a] N = 273 Teachers

[b] N = 276 Teachers

* $p \leq .05$

** $p \leq .01$

*** $p \leq .001$

remain in the teaching profession (r = -.109 to r = -.227). Furthermore, teacher powerlessness increased the lower the preference for the teaching profession if given a second chance (r = -.157 to r = -.216).

TYPE OF SCHOOL

To determine the type of teaching area respondents were assigned to, principals were asked to respond to the following question:[2]

____ The best description of the teaching areas (spaces) in this school is:

1. All traditional
2. Mainly traditional
3. Mainly open
4. All open

By grouping response items (1 with 2, and 3 with 4), the teaching areas were divided into those characterized as traditional (1 and 2) and those characterized as open (3 and 4). Application of SPSS subprogram T-TEST revealed a significant difference between the two groups with respect to the grading (t = 1.88, df = 39, p = .034) and pressure of expectations (t = 2.71, df = 39, p = .005) dimensions of powerlessness (Table 10.8). Examining the means of the teachers within each of the teaching areas further indicated that feelings of powerlessness were

---

[2] Background item number 45 from questionnaire administered to principals in Balderson's 1974 research study.

TABLE 10.8

T-TEST RESULTS OF THE TYPE OF SCHOOLS WITH POWERLESSNESS

DIMENSIONS OF POWERLESSNESS	N	$\bar{X}$	sd	t[a]	df
Grading					
Traditional	36	2.045	.408	1.88*	39
Open	5	1.644	.699		
Pacing					
Traditional	36	1.791	.266	.72	39
Open	5	1.696	.336		
Teacher-Principal Relations					
Traditional	36	1.939	.661	.27	39
Open	5	1.855	.432		
District Policies					
Traditional	36	2.734	.349	-1.18	4.31
Open	5	3.089	.664		
Pressure of Expectations					
Traditional	36	2.159	.579	2.71**	39
Open	5	1.422	.488		

[a] One-tailed t-test

* $p \leq .05$

** $p \leq .01$

stronger among teachers assigned to traditional teaching areas.

Relationships between the dimensions of powerlessness and the aggregated influence variables within each type of teaching area were then explored. Table 10.9 revealed that for teachers within traditional teaching areas significant relationships between the variables occurred primarily for the self and colleague actors at the school-wide level. However, significant relationships for teachers within open teaching areas were found to occur only at the classroom level.

TABLE 10.9

COMPARISON OF THE TYPE OF SCHOOLS: CORRELATIONS OF POWERLESSNESS WITH INFLUENCE OVER SCHOOL-WIDE (IOSM) AND CLASSROOM (IOCM) MATTERS

DIMENSIONS OF POWERLESSNESS	I O S M				I O C M			
	Self	Colleagues	Principals	External Actors	Self	Colleagues	Principals	External Actors
TRADITIONAL (N = 36 Schools)								
Grading	-.288*	-.337*	.218	.101	-.085	.066	.210	-.055
Pacing	-.185	-.435**	-.204	-.163	-.463**	.181	.220	.164
Teacher-Principal Relations	-.380**	-.445**	.067	.048	-.125	-.119	-.060	-.117
District Policies	-.171	-.265	.081	-.144	-.222	.043	.067	-.162
Pressure of Expectations	-.236	-.388**	.092	.165	-.127	-.130	.098	.072
OPEN (N = 5 Schools)								
Grading	.396	.473	-.144	-.154	-.798*	.909*	-.260	-.103
Pacing	-.620	-.513	-.642	.634	-.600	.090	.219	.628
Teacher-Principal Relations	.121	.120	-.495	.281	-.924**	.705	.046	.346
District Policies	-.345	-.181	.049	-.110	.512	-.338	-.461	-.184
Pressure of Expectations	.537	.616	.170	-.349	-.797*	.960**	-.077	-.297

* $p \leq .05$

** $p \leq .01$

PART IV

INTERPRETATION AND IMPLICATIONS

CHAPTER 11

SUMMARY AND IMPLICATIONS OF FINDINGS

CHAPTER 11

SUMMARY AND IMPLICATIONS OF FINDINGS

The primary aim of this study was to explore the relationships between teacher alienation and the perceived influence of various actors over school matters. The general hypothesis developed for this exploration was:

H: The more teachers are alienated, the less influence teachers have over school matters.

To obtain the necessary information for either the confirmation, or partial confirmation, or rejection of this hypothesis three research questions were asked. A summation of the results of each of these questions is given in the first section of this chapter. Implications of these results for further practice and research are then presented.

SUMMARY

RESEARCH QUESTION ONE

Research question one asked: What empirical definition of alienation applies to elementary teachers?

As explained previously, the initial premise of this research study was that Seeman's (1959) five dimension typology of alienation would sufficiently describe

the empirical data. Contrary to this view, factor analysis of the data revealed that the alienation scales used in this study measured only the construct powerlessness. Furthermore, the analysis revealed powerlessness to be multidimensional rather than unidimensional as suggested by Seeman. These dimensions of powerlessness were found to be powerlessness with respect to:

1. Grading

   Teachers are uneasy in applying their professional judgement to the grading of students.

2. Pacing

   Teachers are unable to establish the pace they will follow in relation to the classroom and their work as teachers in general.

3. Teacher-Principal Relations

   Teacher satisfaction with the principal is positively related to the openness of the principal and the principal's willingness to delegate authority.

4. District Policies

   Teachers have limited influence over district-wide policies.

5. Pressure of Expectations

   Teachers are continuously pressured by the administration to be engaged in professional activities and conduct.

This empirical definition of alienation with respect to elementary teachers was then used in the invest-

igation of research questions two and three.

RESEARCH QUESTION TWO

Research question two asked: What relationships exist between teacher alienation and influence over school matters? Two major objectives (2.1 and 2.2) were formulated in order to gain information regarding this question.

Objective 2.1

Objective 2.1 involved determining the relationships existing between teacher alienation and influence over school-wide matters. The matters considered at the school-wide level were determining educational goals, establishing rules and regulations, determining student grading practices, planning the general curriculum, and determining student control and discipline.

The major findings are presented below.

Powerlessness and self-IOSM. It was hypothesized that teacher alienation is negatively related to the influence individual teachers have over school-wide matters. Five sub-hypotheses were used to test this hypothesis. The results were as follows:

H_{1a1}: Teacher powerlessness with respect to the grading of students is negatively related to the influence individual teachers have over school-wide matters. (CONFIRMED)

H_{1a2}: Teacher powerlessness with respect to pacing is negatively related to the influence individual teachers have over school-wide matters. (CONFIRMED)

H_{1a3}: Teacher powerlessness with respect to teacher-principal relations is negatively related to the influence individual teachers have over school-wide matters. (CONFIRMED)

H_{1a4}: Teacher powerlessness with respect to district policies is negatively related to the influence individual teachers have over school-wide matters. (CONFIRMED)

H_{1a5}: Teacher powerlessness with respect to pressure of expectations of teachers is negatively related to the influence individual teachers have over school-wide matters. (CONFIRMED)

Given these results, the hypothesis (H_{1a}) that teacher alienation is negatively related to the influence individual teachers have over school-wide matters was confirmed.

Powerlessness and colleague-IOSM. It was hypothesized that teacher alienation is negatively related to the influence colleagues have over school-wide matters. Five sub-hypotheses were used to test this hypothesis. The results were as follows:

H_{1b1}: Teacher powerlessness with respect to the grading of students is negatively related to the influence colleagues have over school-wide matters. (PARTIALLY CONFIRMED)

H_{1b2}: Teacher powerlessness with respect to pacing is negatively related to the influence colleagues have over school-wide matters. (PARTIALLY CONFIRMED)

H_{1b3}: Teacher powerlessness with respect to teacher-principal relations is negatively related to the influence colleagues have over school-wide matters. (CONFIRMED)

H_{1b4}: Teacher powerlessness with respect to district policies is negatively related to the influence colleagues have over school-wide matters. (CONFIRMED)

H_{1b5}: Teacher powerlessness with respect to pressure of expectations of teachers is negatively related to the influence colleagues have over school-wide matters. (PARTIALLY CONFIRMED)

Given these results, the hypothesis (H_{1b}) that teacher alienation is negatively related to the influence colleagues have over school-wide matters was partially confirmed.

Powerlessness and principal-IOSM. It was hypothesized that teacher alienation is positively related to the influence principals have over school-wide matters. Five sub-hypotheses were used to test this hypothesis. The results were as follows:

H_{1c1}: Teacher powerlessness with respect to the grading of students is positively related to the influence principals have over school-wide matters. (PARTIALLY CONFIRMED)

H_{1c2}: Teacher powerlessness with respect to pacing is positively related to the influence principals have over school-wide matters. (REJECTED)

H_{1c3}: Teacher powerlessness with respect to teacher-principal relations is positively related to the influence principals have over school-wide matters. (PARTIALLY CONFIRMED)

H_{1c4}: Teacher powerlessness with respect to district policies is positively related to the influence principals have over school-wide matters. (REJECTED)

H_{1c5}: Teacher powerlessness with respect to pressure of expectations of teachers is positively related to the influence principals have over school-wide matters. (PARTIALLY CONFIRMED)

Given these results, the hypothesis (H_{1c}) that teacher alienation is positively related to the influence principals have over school-wide matters was partially confirmed.

Powerlessness and external-IOSM. It was hypothesized that teacher alienation is positively related to the influence external actors have over school-wide matters. Five sub-hypotheses were used to test the hypothesis. The results were as follows:

H_{1d1}: Teacher powerlessness with respect to the grading of students is positively related to the influence external actors have over school-wide matters. (PARTIALLY CONFIRMED)

H_{1d2}: Teacher powerlessness with respect to pacing is positively related to the influence external actors have over school-wide matters. (PARTIALLY CONFIRMED)

H_{1d3}: Teacher powerlessness with respect to teacher-principal relations is positively related to the influence external actors have over school-wide matters. (REJECTED)

H_{1d4}: Teacher powerlessness with respect to district policies is positively related to the influence external actors have over school-wide matters. (PARTIALLY CONFIRMED)

H_{1d5}: Teacher powerlessness with respect to pressure of expectations of teachers is positively related to the influence external actors have over school-wide matters. (PARTIALLY CONFIRMED)

Given these results, the hypothesis (H_{1d}) that teacher alienation is positively related to the influence external actors have over school-wide matters was partially confirmed.

Objective 2.2

Objective 2.2 involved determining the relationships existing between teacher alienation and influence over classroom matters. The matters considered at the classroom level were administering rules and regulations, grouping students, planning curriculum, teaching specific lessons, classes, or groups, and student control and discipline.

The major findings are presented below.

Powerlessness and self-IOCM. It was hypothesized that teacher alienation is negatively related to the influence individual teachers have over classroom matters. Five sub-hypotheses were used to test this hypothesis. The results were as follows:

H_{2a1}: Teacher powerlessness with respect to the grading of students is negatively related to the influence individual teachers have over classroom matters. (PARTIALLY CONFIRMED)

H_{2a2}: Teacher powerlessness with respect to pacing is negatively related to the influence individual teachers have over classroom matters. (CONFIRMED)

H_{2a3}: Teacher powerlessness with respect to teacher-principal relations is negatively related to the influence individual teachers have over classroom matters. (CONFIRMED)

H_{2a4}: Teacher powerlessness with respect to district policies is negatively related to the influence individual teachers have over classroom matters. (REJECTED)

H_{2a5}: Teacher powerlessness with respect to pressure of expectations of teachers is negatively related to the influence individual teachers have over classroom matters. (PARTIALLY CONFIRMED)

Given these results, the hypothesis (H_{2a}) that teacher alienation is negatively related to the influence individual teachers have over classroom matters was partially confirmed.

Powerlessness and colleague-IOCM. It was hypothesized that teacher alienation is negatively related to the influence colleagues have over classroom matters. Five sub-hypotheses were used to test this hypothesis. The results were as follows:

H_{2b1}: Teacher powerlessness with respect to the grading of students is negatively related to the influence colleagues have classroom matters. (REJECTED)

H_{2b2}: Teacher powerlessness with respect to pacing is negatively related to the influence colleagues have over classroom matters. (REJECTED)

H_{2b3}: Teacher powerlessness with respect to teacher-principal relations is negatively related to the influence colleagues have over classroom matters. (REJECTED)

H_{2b4}: Teacher powerlessness with respect to district policies is negatively related to the influence colleagues have over classroom matters. (REJECTED)

H_{2b5}: Teacher powerlessness with respect to pressure of expectations of teachers is negatively related to the influence colleagues have over classroom matters. (REJECTED)

Given these results, the hypothesis (H_{2b}) that teacher alienation is negatively related to the influence colleagues have over classroom matters was rejected.

Powerlessness and principal-IOCM. It was hypothesized that teacher alienation is positively related to the

influence principals have over classroom matters. Five sub-hypotheses were used to test this hypothesis. The results were as follows:

H_{2c1}: Teacher powerlessness with respect to the grading of students is positively related to the influence principals have over classroom matters. (PARTIALLY CONFIRMED)

H_{2c2}: Teacher powerlessness with respect to pacing is positively related to the influence principals have over classroom matters. (PARTIALLY CONFIRMED)

H_{2c3}: Teacher powerlessness with respect to teacher-principal relations is positively related to the influence principals have over classroom matters. (PARTIALLY CONFIRMED)

H_{2c4}: Teacher powerlessness with respect to district policies is positively related to the influence principals have over classroom matters. (REJECTED)

H_{2c5}: Teacher powerlessness with respect to pressure of expectations of teachers is positively related to the influence principals have over classroom matters. (PARTIALLY CONFIRMED)

Given these results, the hypothesis (H_{2c}) that teacher alienation is positively related to the influence principals have over classroom matters is partially confirmed.

Powerlessness and external-IOCM. It was hypothesized that teacher alienation is positively related to the influence external actors have over classroom matters.

Five sub-hypotheses were used to test this hypothesis. The results were as follows:

H_{2d1}: Teacher powerlessness with respect to the grading of students is positively related to the influence external actors have over classroom matters. (PARTIALLY CONFIRMED)

H_{2d2}: Teacher powerlessness with respect to pacing is positively related to the influence external actors have over classroom matters. (CONFIRMED)

H_{2d3}: Teacher powerlessness with respect to teacher-principal relations is positively related to the influence external actors have over classroom matters. (REJECTED)

H_{2d4}: Teacher powerlessness with respect to district policies is positively related to the influence external actors have over classroom matters. (REJECTED)

H_{2d5}: Teacher powerlessness with respect to pressure of expectations of teachers is positively related to the influence external actors have over classroom matters. (PARTIALLY CONFIRMED)

Given these results, the hypothesis (H_{2d}) that teacher alienation is positively related to the influence external actors have over classroom matters was partially confirmed.

Predictors of Powerlessness

To obtain the best predictive variable of powerlessness, a forward stepwise multiple regression procedure

was used. The best predictive independent variable resulting from this analysis was the influence individual teachers have over school-wide matters (self-IOSM). However, the implication of the term "best" was restricted to an accounting of 8.5% of the variance in powerlessness. The addition of other independent variables contributed an insignificant amount to the variance in powerlessness.

RESEARCH QUESTION THREE

The third research question asked: What personal, attitudinal, and school characteristics are significantly related to teacher alienation and influence over school matters? To answer the proposed question three objectives were explored.

Objective 3.1

Objective 3.1 involved determining the personal characteristics of teachers significantly related to teacher alienation and influence over school matters.

The analysis of relationships between background variables and powerlessness and influence variables were all insignificant. Therefore, relationships between the dimensions of powerlessness and influence variables were not likely affected by variance in background characteristics of the teachers studied.

Objective 3.2

Objective 3.2 involved determining if two attitudinal characteristics of teachers were significantly related to teacher alienation and influence over school matters.

The analysis of relationships between preference for the teaching profession and powerlessness revealed a negative and statistically significant relationship. That is, the more powerless teachers felt, the less they preferred to remain in the teaching profession and the less likely they would choose the teaching profession if given a second chance. However, the variance in powerlessness accounted for by preference for the teaching profession was only 5.2%. The variance in powerlessness accounted for by preference for the teaching profession if given a second chance was only 4.7%.

Objective 3.3

Objective 3.3 involved determining if the type of school significantly related to teacher alienation and influence over school matters.

Teachers working in traditional schools were found to feel more powerless the less influence they had over school-wide matters. Further, teachers working in open schools were found to feel more powerless the less influence they had over classroom matters.

The variance in powerlessness accounted for by traditional schools ranged from 8% to 21%. The variance in powerlessness accounted for by the five open schools ranged from 64% to 92%.

IMPLICATIONS

The concept of alienation examined in this study was found to be a multidimensional measure of powerlessness. These dimensions of powerlessness were: (1) grading, (2) pacing, (3) teacher-principal relations, (4) district policies, and (5) pressure of expectations. Further investigations need to be carried out to determine if this finding is valid for other teacher populations.

It was revealed in the study that the degree of teacher alienation was not uniform over each of the measured dimensions of powerlessness. That is, the degree to which teachers reported feelings of powerlessness depended on the specific dimension under investigation. Comparative school by school studies on these dimensions of powerlessness are needed. Similar studies are also needed to examine the levels of alienation between different school districts. From these studies it will be possible to determine if there is agreement on which level of alienation ranks the highest among teachers.

The findings of these comparative studies could then be used as a guide to educational administrators who

are confronted with the task of reducing alienation among their teachers. The strategy of the administrator is no longer one of deciding the appropriate area on which to focus but of identifying and manipulating the causal variables associated with high feelings of alienation.

Relationships between powerlessness and influence were found to be weak though several of the relationships were statistically significant. Thus, little support was given to the notion that teacher alienation would decrease substantially with a corresponding increase in the teacher's influence over school matters.

It may be valuable, therefore, if school administrators re-examined their reasons for promoting greater participation by teachers in selected school-wide and classroom level decisions. Although greater participation may be desirable on other accounts, the findings of this study do not strongly support the notion that greater participation will necessarily lead to lower levels of alienation. There is a clear need to further delineate the relevant variables and relationships regarding influence over school matters and the attitudes of educators.

BIBLIOGRAPHY

BIBLIOGRAPHY

ADAMS, C. F.
1970 "Alienation and the negotiation process." (ERIC Document Reproduction Service No. ED 117 846).

ADAMS, D. W.
1975 "Tired and frustrated teachers." Today's Education, 64:37, 40-41.

AIKEN, M. and J. HAGE
1966 "Organizational alienation: a comparative analysis." American Sociological Review, 31:497-507.

ANDERSON, H.
1968 "Authority relationships in school organizations." Unpublished doctoral dissertation, University of Alberta.

ARMSTRONG, H. G.
1970 "A conceptual model of the dysfunctions of bureaucracy, teacher alienation, and anomie." Unpublished masters dissertation, University of Alberta.

BALDERSON, J. H.
1974 - 78 "Educational attitudes and school organization." Unpublished papers, University of Alberta.

BALDERSON, J. H.
1975 "Principal power bases: some observations." The Canadian Administrator, 14:1-5.

BALDERSON, J. H.
1978 "The technological imperative in educational organizations: an investigation of structural and personnel factors associated with the flexibility of instructional technology in public elementary schools." Unpublished doctoral dissertation, University of Oregon.

BEATTY, C. A.
1972 "Reflective teaching, alienation and dogmatism: a correlational analysis." (Doctoral dissertation, The Ohio State University, 1972). Dissertation Abstracts International, 33:3941-A, 3942-A.

BECKER, H. S.
1953 "The teacher in the authority system of the public school." Journal of Educational Sociology, 27:128-141.

BENO, H. H.
1966 "A study of the relationship between educational views of teachers and principals and job satisfaction, effectiveness, and confidence in leadership." Unpublished doctoral dissertation, Syracuse University.

BERLE, A. A.
1969 Power. New York: Harcourt, Brace & World.

BIDWELL, C. W.
1956 "The administrative role and satisfaction in teaching." Journal of Educational Sociology, 10:1821-1822.

BLAKE, R. R. and J. S. MOUTON
1961 Group dynamics -- key to decision making. Houston, Texas: Gulf Publishing Company.

BLAU, P. M. and R. W. SCOTT
1962 Formal organizations: a comparative approach. San Francisco: Chandler.

BLAUNER, R.
1964 Alienation and freedom: the factory worker and his industry. Chicago: University of Chicago Press.

BRIDGES, E. M.
1964 "Teacher participation in decision making." Administrator's Notebook, 12:1-4.

BROWNING, C. H. et al
1961 "On the meaning of alienation." American Sociological Review, 26:780-781.

CALDWELL, W. E. and H. H. FINKELSTON
1977 "The relationship between the management performance characteristics of superintendents and the frequency of teacher-initiated grievances." Paper presented at the meeting of The American Educational Research Association. (ERIC Document Reproduction Service No. ED 136 381).

CARPENTER, H. H.
1971 "Formal organizational structural factors and perceived job satisfaction of classroom teachers." Administrative Science Quarterly, 16:460-465.

CARSON, R. B., K. GOLDHAMMER, and R. J. PELLEGRIN
1967 Teacher participation in the community. Eugene, Oregon: CASEA.

CARTWRIGHT, P. and A. ZANDER
1953 Group dynamics: research and theory. Evanston, Illinois: Row Peterson and Company.

CATTELL, R. B.
1952 Factor Analysis. New York: Harper.

CATTELL, R. B.
1966 Handbook of multivariate experimental psychology. Chicago: Rand-McNally.

CHARTERS, W. W.
1973 "Sense of teacher work autonomy: measurement and findings." Project MITT. Management implications of team teaching, Center for Educational Policy and Management. University of Oregon.

CHILD, D.
1970 The essentials of factor analysis. New York: Holt, Rinehart and Winston.

CLARK, J. P.
1959 "Measuring alienation within a social system." American Sociological Review, 23:849-852.

CLARKE, G. A.
1970 "Teachers' perceptions of school decision-making roles." Unpublished masters dissertation, University of Alberta.

COHEN, A. R.
1964 Attitude change and social influence. New York: Basic Books, Inc.

CORRIVEAU, R. L.
1969 "A comparison of principals' and teachers' perceptions of the actual and preferred degree of teacher participation in a number of decisions." Unpublished masters dissertation, University of Alberta.

CORWIN, R. G.
1965a "Professional persons in public organizations." Educational Administration Quarterly, 1:1-22.

CORWIN, R. G.
1965b A Sociology of Education. New York: Appleton.

DANELIUK, C.
1968 "An empirical study of the alienation and organizational integration of teachers." Unpublished masters dissertation, University of Alberta.

DEAN, D. G.
1961 "Alienation: its meaning and measurement." American Sociological Review, 26:753-758.

EDGAR, D. E. and R. L. WARREN
1969 "Power and autonomy in teacher socialization." Sociology of Education, 42:386-399.

FAUNCE, W. A.
1968 Social problems of industrial society. New York: McGraw-Hill Book Company.

FORSYTH, P. B. and W. K. HOY
1978 "Isolation and alienation in educational organizations." Educational Administration Quarterly, 14:80-96.

FROMM, E.
1955 The sane society. New York: Holt, Rinehart and Winston.

GATHERCOLE, F. J.
1962 "The professional development of staff." The Canadian Administrator, 2:9-12.

GEYER, R. F. and D. R. SCHWEITZER
1976 Theories of alienation: critical perspectives in philosophy and the social sciences. Leiden: Martinus Nijhoff Social Sciences Division.

GORTON, R. A.
1966 "Factors which are associated with the principal's behavior in encouraging teacher participation in school decision-making." Unpublished doctoral dissertation, Stanford University.

GOULD, L. J.
1965 "The alienation syndrome: psycho-social correlates and behavioral consequences." (Doctoral dissertation, University of Connecticut, 1965). Dissertation Abstracts International, 26:6836.

GUBSER, M. M.
1968 "Authoritarianism among teachers and school principals and its possible relationship to faculty morale." Unpublished doctoral dissertation, University of Oregon.

HAMMOND, G. B.
1967 Man in estrangement. Nashville: Vanderbilt University Press.

HERZBERG, F., B. MAUSNER, and B. SNYDERMAN
1959 The motivation to work. New York: Wiley.

HEWITSON, M.
1976 "Supervision, rapport with the principal, and beginning teacher satisfaction." The Canadian Administrator, 15:1-5.

HOLDAWAY, E. A.
1978 "Facet and overall satisfaction of teachers." Educational Administration Quarterly, 14:30-47.

HORNSTEIN, H. A.
1968 "Influence and satisfaction in organizations: a replication." Sociology of Education, 41: 380-389.

HOUSE, J. H.
1966 "An analysis of interpersonal influence relations within a school organization." Unpublished doctoral dissertation, University of Alberta.

HOY, W. K. and L. B. WILLIAMS
1971 "Loyalty to immediate superior at alternate levels in public schools." Educational Administration Quarterly, 7:1-11.

HOY, W. K. and R. REES
1974 "Subordinate loyalty to immediate superior: a neglected concept in the study of educational administration." Sociology of Education, 47:268-286.

HURLEY, J. A.
1968 "Effects of administrative changes on teacher morale." Unpublished doctoral dissertation, Arizona State University.

ISHERWOOD, G. B.
1971 "Bureaucracy, alienation, and teacher work values." Unpublished doctoral dissertation, University of Rutgers.

ISHERWOOD, G. B. and W. K. HOY
1973 "Bureaucracy, powerlessness, and teacher work values." The Journal of Educational Administration, 11:124-138.

JOHNSON, F.
1973 Alienation: concept, term, and meanings. New York: Seminar Press.

KERLINGER, F. N.
1973 Foundations of behavioral research (2nd ed.). New York: Holt, Rinehart and Winston.

KERLINGER, F. N. and E. J. PEDHAZUR
1973 Multiple regression in behavioral research. New York: Holt, Rinehart and Winston, Inc.

KIRSCH, B. A. and J. J. LENGERMANN
1972 "An empirical test of Robert Blauner's ideas on alienation in work as applied to different type jobs in a white-collar setting." Sociology and Social Research, 56:180-194.

KNOBLOCK, P. and A. P. GOLDSTEIN
1971 The lonely teacher. Boston: Allyn and Bacon, Inc.

KUHLMAN, E. L. and W. K. HOY
1974 "The socialization of professionals into bureaucracies: the beginning teacher in the school." Journal of Educational Administration, 12:18-27.

KUNZ, D. and W. K. HOY
1976 "Leader behavior of principals and the professional zone of acceptance of teachers." Educational Administration Quarterly, 12:49-64.

LAIRD, R. and J. F. LUETKEMEYER
1976 "The relationship between the leader behavior of principals and teacher morale in the vocational centers of Maryland." Journal of Industrial Teacher Education, 13:74-81.

LeTOURNEAU, L., M. ANDREWS, and K. GILBERT
1978 "Power, influence, and authority." Paper presented for use in Educational Administration 502, University of Alberta.

LORTIE, D.
1969 "The balance of control and autonomy in elementary school teaching." In A. Etzioni (ed.), The semi-professions and their organization. New York: Free Press.

LYSTAD, M. H.
1972 "Social alienation: a review of current literature." The Sociological Quarterly, 13:90-113.

McPHAIL, D. J.
1969 "Irrational beliefs and external control." Unpublished masters dissertation, University of Alberta.

MacKAY, D. A.
1964 "An empirical study of bureaucratic dimensions and their relation to other characteristics of school organization." Unpublished doctoral dissertation, University of Alberta.

MARTIN, W. C.
1971 "Alienation and age: a study of three generations." (Doctoral dissertation, University of California, 1971). Dissertation Abstracts International, 33:1240-A.

MASLOW, A.
1970 Motivation and personality (2nd ed.). New York: Harper and Row.

MASSÉ, D.
1969 "Teacher participation and professional attitudes." Unpublished doctoral dissertation, University of Alberta.

MEYER, J. and E. COHEN
1971 "The impact of the open space school upon teacher influence and autonomy: the effects of an organizational innovation." Technical report No. 21, Stanford Center for Research and Development in Teaching.

MIDDLETON, R.
1963 "Alienation, race, and education." American Sociological Review, 28:973-977.

MILLER, G. A.
1967 "Professionals in bureaucracy: alienation among industrial scientists and engineers." American Sociological Review, 32:755-768.

MILLER, J.
1975 "Isolation in organizations: alienation from authority, control, and expressive relations." Administrative Science Quarterly, 20:260-270.

MISKEL, C. and E. GERHARDT
1974 "Perceived bureaucracy, teacher conflict, central life interests, voluntarism, and job satisfaction." Journal of Educational Administration, 12:84-97.

MOELLER, G. H.
1964 "Bureaucracy and teachers' sense of power." School Review, 72:137-157.

MOELLER, G. H. and W. W. CHARTERS
1966 "Relation of bureaucratization to sense of power among teachers." Administrative Science Quarterly, 10:444-465.

NEAL, A. G. and S. RETTIG
1967 "On the multidimensionality of alienation." American Sociological Review, 32:54-64.

NEAL, A. G. and M. SEEMAN
1964 "Organizations and powerlessness: a test of the mediation hypothesis." American Sociological Review, 29:216-226.

NETTLER, G.
1957 "A measure of alienation." American Sociological Review, 22:670-677.

NIE, N. H. et al
1975 Statistical package for the social sciences (2nd ed.). New York: McGraw-Hill.

OLIVA, F. D.
1968 "Member participation in decision-making." CSA Bulletin, 7:21-56.

O'REILLY, R. R.
1967 "A study of teacher attitudes concerning standardized practices in instructional areas." Unpublished doctoral dissertation, University of Alberta.

OWENS, R. G.
1970 Organizational behavior in schools. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.

PACKARD, J. S. et al
1973 Management implications of team teaching. Prospectus for research resource allocation and management plan. Oregon Project MITT Center for the Advanced Study of Educational Administration, University of Oregon.

PARSONS, G. L.
1971 "Teacher perceptions of supervisory effectiveness." The Canadian Administrator, 11:5-8.

PAYNE, D. E.
1972 "Alienation: an organizational-societal comparison." (Doctoral dissertation, University of North Carolina, 1972). Dissertation Abstracts International, 33:4549-A.

PEARLIN, L. I.
1962 "Alienation from work: a study of nursing personnel." American Sociological Review, 27:314-326.

PERROW, C.
1970 "Departmental power and perspective in industrial firms." In M. N. Zald (ed.), Power in organizations. Nashville: Vanderbilt University Press, p.59-89.

REAGAN, G. M.
1973 "The schools and alienation." In F. Johnson (ed.), Alienation: concepts, terms, and meanings. New York: Seminar Press.

ROGERS, R. E.
1975 Organizational theory. Boston: Allyn and Bacon.

ROTTER, J. B., S. LIVERANT, and D. P. CROWNE
1959 "The growth and extinction of expectancies in change-controlled and skilled tasks." Journal of Psychology, 52:161-171.

ROTTER, J. B., M. SEEMAN, and S. LIVERANT
1962 "Internal versus external control of reinforcements: a major variable in behavior theory." In N. F. Washburne (ed.), Decisions, values, and groups, Vol. 2. New York: Pergamon Press, Inc., p.473-516.

SAUNDERS, R. L., R. C. PHILLIPS, and H. T. JOHNSON
1966 A theory of educational leadership. Columbus, Ohio: Charles E. Merrill Books, Inc.

SCHMIT, D. A.
1968 "A study of teacher satisfaction in relation to professional orientation and perceived hierarchical authority." Unpublished masters dissertation, University of Alberta.

SCOTT, M. B.
1964 "The social sources of alienation." In I. L. Horowitz (ed.), The new sociology. New York: Oxford University Press.

SEEMAN, M.
1959 "On the meaning of alienation." American Sociological Review, 24:783-791.

SEEMAN, M.
1967 "Powerlessness and knowledge: a comparative study of alienation and learning." Sociometry, 30:105-123.

SELBY, L. A.
1975 "The relationship between teacher mobility and alienation." Unpublished masters dissertation, University of Alberta.

SERGIOVANNI, T. J.
1967 "Factors which affect satisfaction and dissatisfaction of teachers." Journal of Educational Administration, 5:66-82.

SERGIOVANNI, T. J. and F. D. CARVER
1973 The new school executive: a theory of administration. New York: Dodd, Mead & Company.

SERGIOVANNI, T. J. and D. L. ELLIOTT
1975 Educational and organizational leadership in elementary schools. New Jersey: Prentice-Hall, Inc.

SHAW, P. C. and C. FUNDERBURK
1976 "Teachers' political attitudes: alienation, dogmatism, and commitment to democratic values." Urban Education, 10:366-378.

SHEPARD, J. M. and T. R. PANKO
1974 "Alienation: a discrepancy approach." The Sociological Quarterly, 15:253-263.

SIDOTTI, P.
1976 "A study of the elementary principal's use of formal and informal authority as it relates to teacher loyalty, job satisfaction, and sense of powerlessness." Dissertation Abstracts International, 37:6A-3326.

SIMPKINS, W. S.
1968 "The distribution of decision-making authority in the school." Unpublished doctoral dissertation, University of Alberta.

SIMPKINS, W. S. and D. FRIESEN
1970 "Discretionary powers of classroom teachers." The Canadian Administrator, 9:35-38.

SROLE, L.
1956 "Social integration and certain corollaries: an exploratory study." American Sociological Review, 21:709-716.

STINNETT, T. M.
1970 The teacher dropout. Itasca, Illinois: F. E. Peacock Publishers, Inc.

WALLIN, J. H. A.
1978 "Research agenda for the 80's: some urgent problems in the administration of schools in Canada's provinces." Paper presented at the annual meeting of the American Educational Research Association. (ERIC Document Reproduction Service No. ED 136 381).

WICK, J. W. and D. L. BEGGS
1971 Evaluation for decision-making in the schools. Boston: Houghton Mifflin Company.

WICKSTROM, R. A.
1973 "Sources of teacher job satisfaction." The Canadian Administrator, 13:1-5.

APPENDIX

McGill University
Faculty of Education

March 9 1979

Dear Ms Jefferson:

The TAI (Teacher alienation Inventory) originally contained a set of items to tap powerlessness and normlessness. The set of normlessness items did not yield a valid measure — under factor analysis the items didn't "hang together" very well. For more detail on the TAI, see my doctoral thesis "Bureaucracy, Alienation, and Teacher Work Values," Rutgers, 1971.

In contrast, the five powerlessness items did factor together — on one factor. Items 1 and 5 were developed by Barakat (Halim Sober Barakat, "Alienation from the School System: It's Dynamics and Structure," unpub. Ph.D. Univ of Michigan, 1969); item 2 came from Brown (Darrel Reid Brown, "Alienation from Work," Unpub. PhD dissert. Univ of Oregon, 1968). I take blame for items 3 and 4

In sum, the TAI was mine — as a set of items. However, the normlessness measure was weak, while the powerlessness one was not.

In retrospect, I think the powerlessness measure should have had more items. If nothing else, the reliability would be better. However, more items might be useful to insure construct validity in future use. Best wishes with your work. If I can be of further help, please write.

Postal address: 3700 McTavish Street, Montreal, PQ, Canada H3A 1Y2